DOCUMENT RESUME

ED 079 920 EC 052 350

| | |
|---|---|
| AUTHOR | Smith, Linda I.; And Others |
| TITLE | Behavioral Prescription Guide. Manual IIc: Social. Parent/Child Home Stimulation 'The Marshalltown Project.' |
| INSTITUTION | Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education. |
| SPONS AGENCY | Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C. |
| PUB DATE | [73] |
| NOTE | 203p. |
| EDRS PRICE | MF-$0.65 HC-$9.87 |
| DESCRIPTORS | *Behavioral Objectives; *Diagnostic Teaching; Disadvantaged Youth; *Early Childhood Education; *Exceptional Child Education; Handicapped Children; Home Instruction; Infancy; Parent Role; *Social Development |
| IDENTIFIERS | Iowa; Marshalltown |

ABSTRACT

Presented is the Marshalltown Behavioral Prescription Guide for social development which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of handicapped and culturally deprived infants and preschool children. The guide is intended for use prior to a weekly home visit, which results in a weekly prescription left with the parents. The program is described as involving a 6 hour orientation course and monthly meetings for parents to allow them to introduce the management procedures and chart the child's progress. It is hoped that parents will eventually be able to use the program materials directly. Each of the 117 profile items are presented individually in terms of profile number, behavioral definition, cue/s, measurement criteria, materials needed, and behavioral objectives and strategies. Sample prescription forms are also included. The following are examples of profile items: smiles and vocalizes to mirror, gives kisses, carries or hugs doll, uses spoon appropriately, separates from mother readily, takes turns, feeds self, apologizes, relates dreams, and demonstrates dialing of own phone number. (For related information see EC 052 347 through EC 052 349). (DB)

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ED 079920

# Home Parent

## MANUAL II c

(SOCIAL)

## BEHAVIORAL PRESCRIPTION GUIDE

# child Stimulation

EC 052 350

ED 079920

# Parent/Child Home Stimulation

'THE MARSHALLTOWN PROJECT'

BEHAVIORAL PRESCRIPTION GUIDE

Manual IIc

S O C I A L

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The project materials reported herein were developed pursuant to two grants: P.L. 91-230, Title VI, E.S.E.A. Part C, Sec. 623, and P.L. 89-10, Title III, E.S.E.A.. The opinions expressed herein do not necessarily reflect the positions or policies of the U.S. Office of Education or the Iowa Department of Public Instruction, and no official endorsement by the U.S. Office of Education or the Iowa Department of Public Instruction should be inferred.

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# BEHAVIORAL PRESCRIPTION GUIDE

## MANUAL IIc

## S O C I A L

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ACKNOWLEDGMENTS

We wish to express our appreciation to the following people for their help in submitting alternative strategies and proofreading the various revisions of this material: Margaret M. Johnson, Linda A. Lewis, Armena Taylor, Beverly A. Swenson, and Theda M. Saigh.

We are indebted to Robert Andrlik of Perennial Education for his contribution of the graphic cover design.

Many thanks to our secretarial staff for the many long hours spent in typing and assembling these manuals.

Maridean Baker

Lorraine Mitchell

Nancy Wrage

## PURPOSE

The Marshalltown Behavioral Prescription Guide (Manuals IIa, IIb, IIc) was designed for use with the Marshalltown Behavioral Developmental Profile. Both instruments are interlocking with cross-referencing in skill categories (color and numerical matching). Also, each profile teaching item is matched numerically to incremental behavioral objectives and strategies in this Prescriptive Guide.

The "items" and "prescriptions", as a package, were developed to facilitate individualized prescriptive teaching of pre-school handicapped and culturally deprived children within the home setting.

Interventionists, in pre-school education, will find the Prescriptive Guide useful as an "idea starter" or "direction finder" in writing their own prescriptions for skill acquisition.

It is tacitly understood that there can be no one guaranteed method to effect change "across the board." Since every child is sufficiently different to require his own individualized program, the objectives and strategies in the prescriptive manuals can only be expected to be reasonable suggestions for effecting change. Most of the prescriptions have been field-tested with children having specific disabilities. Flexibility is maintained with objectives being modified or reduced into smaller increments as the occasion demands.

The Prescriptive Guide is utilized prior to each home visit. Priority need areas have already been ascertained from assessment data and relevant options for remediation are then gleaned from the Prescriptive Guide. Weekly staffings are conducted to determine efficacy of each prescription written the previous week and comparisons noted (between original and modified prescriptions) and recorded for future reference and refinement.

The objectives and strategies follow an organized format which is similarly reflected in the weekly "prescription" left in the home i.e., cue, directions, and reinforcement. No attempt has been made, in the Prescriptive Guide, to establish criteria for success. But rather, criteria are indicated in the weekly home prescription.

The reason, obviously, is that regardless what the desired skill to be learned may be, each child will succeed with varying degrees of difficulty. Example: One child may, relatively easily, acquire a total skill in a period of one week - reflecting such criteria as two demonstrations per day. Another child may have to learn sequential steps to this same skill and, practically, only achieve the goal of one performance per day or every other day. A sample home prescription form is included in the back of each Prescriptive Guide.

Also included, is a blank prescription refinement or option page. This option page may be reproduced and various alternatives recorded and "stockpiled." It would be greatly appreciated if, periodically, feedback is provided this agency to be considered in future revisions.

The parents, themselves, after they have gone through a six-hour orientation course, introduce the management procedures and chart the progress of the child. A long range goal is that parents be able to use both the Developmental Behavioral Profile and the Prescriptive Guide Manuals to develop, and implement, individualized learning episodes for their own children. Monthly parent meetings are held to share new approaches, past successes, and discuss current individual problems.

## S O C I A L

3.1 Smiles and vocalizes to mirror.

3.2 Lifts cup by handle.

3.3 Assists adult by pulling self forward.

3.4 Accepts strangers.

3.5 Reaches and pats mirror image.

3.6 Takes solids.

3.7 Explores adult facial features (pulls hair, nose, etc.).

3.8 Puts finger food to mouth.

3.9 Imitates peek-a-boo.

3.10 Imitates pat-a-cake.

3.11 Bites and chews toys (Ex: teething rings).

3.12 Waves bye-bye.

3.13 Holds own bottle independently.

3.14 Vocalizes ma-ma, da-da, beginning to refer to specific adults.

3.15 Feeds self crackers.

3.16 Indicates wants (gestures, vocalizations).

3.17 Plays ball with other person.

3.18 Extends toy to person.

3.19 Imitates others. Imitates movements already familiar but not visible to him.

3.20 Holds cup with two hands.

3.21 Gives kisses.

3.22 Extends arms and legs while being dressed.

3.23 Washes hands and face with assistance.

3.24 Dries hands and face with assistance.

3.25 Bowel movement is becoming regular.

3.26 Picks up bits of food and transfers to mouth.

3.27 Uses spoon imitatively.

3.28 Releases objects in adults hand.

3.29 Greets with verbal cues.

3.30 Removes simple garment.

3.31 Bottle discarded.

3.32 Indicates wet pants.

3.33 Feeds self in part.

3.34 Indicates toilet needs.

3.35 Exhibits emotion in imitation of parents (Ex: affection).

3.36 Pulls toy behind him while walking.

3.37 Carries or hugs doll.

3.38 Removes socks.

3.39 Removes shoes.

3.40 Places hat on head, takes it off.

3.41 Seats self in small chair.

3.42 Sits on toilet or potty.

3.43 Asks for food, toilet, drink.

3.44 Holds own cup to lips and drinks.

3.45 Hands cup back to adult.

3.46 Puts on simple garment.

3.47 Zips and unzips large zipper.

3.48 Uses spoon appropriately.

3.49 Helps with simple household tasks (Ex: dusting).

3.50 Separates from mother readily.

3.51 Remembers where objects belong.

3.52 Unwraps coverings.

3.53 If unfastened - can remove coat.

3.54 If unfastened - can remove pants.

3.55 Puts on shoes with assistance.

3.56 Longer periods between eliminations.

3.57 Helps put things away.

3.58 Carries breakable objects.

3.59 Verbalizes toilet needs in time.

3.60 Begins dressing self with assistance.

3.61 Indulges in simple "make believe" activities - plays house.

3.62 Asks to do things by self (though may not be able to).

3.63 Greets without cues.

3.64 Shows courtesy with no cues given.

3.65 Dries hands without help.

3.66 Child helps while being bathed.

3.67 Takes turns.

3.68 Shares play activities.

3.69 Uses fork.

3.70 Uses napkins.

3.71 Gets drink with no help.

3.72 Pours liquid from small pitcher.

3.73 Sucks through straw.

3.74 Knows the difference between bladder and bowel function.

3.75 Hangs up coat on hanger or hook.

3.76 Avoids hazards.

3.77 Completes a meal.

3.78 Sets table with assistance.

3.79 Sleeps through night without wetting.

3.80 Responds to routine times for elimination.

3.81 Takes responsibility for toilet himself.

3.82 Increasing interest in interactive play with other children rather than playing alone.

3.83 Washes hands and face alone.

3.84 Answers phone.

3.85 Feeds self.

3.86 Puts on shoes.

3.87 Unbuttons accessible buttons.

3.88 Brushes teeth.

3.89 Wipes self.

3.90 Blows nose without verbal cue.

3.91 Carries out simple errand.

3.92 Brushes hair.

3.93 Cleans spills.

3.94 Apologizes.

3.95 Spreads butter, etc. with knife.

3.96 Cuts soft food (with fork).

3.97 Buttons two medium size buttons.

3.98 Chooses menus.

3.99 Remains at table throughout meal.

3.100 Serves self.

3.101 Relates dreams.

3.102 Carries on long involved conversations.

3.103 Tendency toward self-praise - speaks positively of self.

3.104 Puts on socks.

3.105 Dresses and undresses with no assistance.

3.106 Sets table.

3.107 Laces shoes.

3.108 Goes about neighborhood unattended.

3.109 Tells home address.

3.110 Knows own phone number.

3.111 Knows birth month and day.

3.112 Tells long story, accurately.

3.113 Cuts and pastes.

3.114 Paints pictures - recognizable, with a few details.

3.115 Takes care of clothing.

3.116 Cuts with knife.

3.117 Demonstrates dialing of own phone number.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.1

PROFILE ITEM:

Smiles and vocalizes to mirror.

BEHAVIORAL DEFINITION:

When placed before a mirror, child will smile and vocalize to image.

CUE/S:

"See", "Smile", point.

MEASUREMENT CRITERIA:

Will do this at least once out of three trials a day.

MATERIALS NEEDED:

Mirror.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.1.1 Child will attend to mirror with adult guidance.

3.1.1.1 Place mirror in front of child - if possible place child and yourself in front of large mirror.

3.1.1.2 Take child's hand and point to image in mirror saying "See ___" while pointing back to child.

3.1.1.3 Look in mirror yourself and point saying, "See, Mommy" while pointing back to yourself and smiling. "See Mommy smile."

3.1.1.4 A big smiley face could be placed on mirror. Say to child - "Smile" while pointing to smiley face.

3.1.2 Child will attend to mirror with no assistance.

3.1.2.1 Place yourself and child in front of mirror.

3.1.2.2 Say, "See Bobby" - a form of peek-a-boo could come into play here. Take mirror away and say - "Where's Bobby?" Put in front of child and say - "See Bobby." Laugh and make this a fun time for your child.

3.1.2.3 Kiss and hug child everytime he smiles or vocalizes to mirror.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 32

PROFILE ITEM:

Lifts cup by handle.

BEHAVIORAL DEFINITION:

Child will lift cup by handle from a stationary position.

CUE/S.

"Look", "Cup". "Lift", point or tap.

MEASUREMENT CRITERIA:

Will lift cup on request.

MATERIALS NEEDED:

Cup.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.2.1 Child will look at cup with verbal cues.

3.2.1.1 Place child in front of you while holding cup. Say, "Look." Point to or tap cup.

3.2.1.2 If child does not look at cup, turn his head toward cup while saying, "Look."

3.2.1.3 Reinforce child's behavior for looking at cup (Ex affection, permit child to hold cup, etc.)

3.2.2 Child will reach out for cup and touch it upon verbal request

3.2.2.1 Place yourself in front of child. Allow child to play with cup in any manner.

3.2.2.2 Take cup and place a few inches from child and say, "Cup." Point to or touch cup.

3.2.2.3 If he does not do this, guide his hand to the cup so he can touch it.

3.2.2.4 Reinforce his behavior for reaching and touching cup.

3.2.3 Child will reach out and grasp handle of cup upon verbal request.

3.2.3.1 Place yourself in front of child.

3.2.3.2 Place cup in front of child with only the handle showing. Place at a short distance from child.

3.2.3.3 Say, "Cup." Demonstrate grasping of handle.

3.2.3.4 Guide child's hand to cup and place fingers through handle if he is unable to do so upon verbal request.

3.2.3.5 Reinforce child everytime he completes this task.

3.2.4 Child will reach out and lift cup by handle upon verbal request.

3.2.4.1 Place yourself in front of child.

3.2.4.2 Place cup in front of child a short distance away and say, "Lift."

3.2.4.3 Put your hands around child's and lift up cup if he does not do so upon verbal request.

3.2.4.4 Reinforce child with M & M, hugs, kisses, or his favorite soft drink in cup for completing this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.3

PROFILE ITEM:

Assists adult by pulling self forward.

BEHAVIORAL DEFINITION:

Child will grasp hands or dowel and lean forward to assist adult.

CUE/S.

"Up."

MEASUREMENT CRITERIA:

Will be able to assist at least once out of three trials per day.

MATERIALS NEEDED:

Dowels.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3 3.1 Parent works with child giving maximum assistance.

3.3.1.1 Place child on the floor in front of you.

3.3.1.2 Grasp his hands.

3.3.1.3 Pull forward very slowly, talk with child, cue with, "Up." Watch to see if he arches his neck and back, cue with, "Up - up."

3 3.1.4 Work with this until you feel that your child is arching his back.

3.3.2 Parent works with child giving minimum assistance.

3.3.2.1 Place child on floor or table in front of you.

3.3.2.2 Take hold of his fingers only

3 3.2.3 Pull forward very slowly - "Up", "Up."

3.3.3 Child assists adult in pulling self forward.

3.3.1.1 Place child on table or floor in front of you.

3.3.1.2 If you feel that your child is ready to hold on, have him grasp a dowel and pull him forward slowly.

3.3.1.3 Reinforce child thru every step of the strategy by hugging, kissing, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.4

PROFILE ITEM:

Accepts strangers.

BEHAVIORAL DEFINITION:

Child will be able to accept new faces without fussing or crying.

CUE/S:

"Smile."

MEASUREMENT CRITERIA:

Will be able to do this at least every other time he sees a stranger.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.4.1 Child is introduced to unfamiliar face in the home.

3.4.1.1 If possible, invite the mailman, paper boy, or clergyman to your home. One whom you are familiar with, but the child is not.

3.4.1.2 Have stranger speak in quiet, comforting tones to your child. Maybe holding child and playing.

3.4.1.3 Show on your face how happy you are to see this person and what fun it is to have them in the home.

3.4.2 Child is exposed to unfamiliar faces outside the home.

3.4.2.1 Don't be afraid to take your child to different places. Exposure will only help child accept strangers more.

3.4.2.2 If your child should cry when a sales clerk, waitress, etc. speaks with him, reassure him that nothing is wrong.

3.4.2.3 Reinforce child by hugging him when he does accept strangers.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.5

PROFILE ITEM:

Reaches and pats mirror image.

BEHAVIORAL DEFINITION:

Child will reach for and pat mirror image when shown self in mirror.

CUE/S.

"Look", "Child's name", "Mirror" pointing and patting.

MEASUREMENT CRITERIA.

Will reach and pat mirror image once out of three trials per day.

MATERIALS NEEDED:

Mirror.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.5.1 Child learns through adult demonstration.

3.5.1.1 Place yourself beside your child.

3.5.1.2 Look into mirror and have child look in mirror.

3.5.1.3 Pat the mirror and make funny faces to yourself in the mirror.

3.5.2 Child will look in the direction of mirror with verbal cues.

3.5.2.1 Place yourself beside child.

3.5.2.2 Cue with, "Look", "Mirror."

3.5.2.3 If he does not do this, take his head and turn it toward mirror.

3.5.2.4 Reinforce this simple behavior, getting child's attention.

3.5.3 Child will reach out to mirror with verbal cues.

3.5.3.1 Place yourself beside child.

3.5.3.2 Get his attention and say child's name. Point to mirror image or child repeating his name.

3.5.3.3 Guide his hand if he is unable to do this.

3.5.3.4 Reinforce any movement to reach out for mirror.

3.5.4 Child will pat mirror with verbal cues.

3.5.4.1 Place child beside you.

3.5.4.2 Get his attention to mirror and repeat step reaching out to mirror

3.5.4.3 Say child's name. Pat mirror in demonstration

3.5.4.4 Guide his hand to mirror and pat if he does not do on verbal request

3.5.4.5 Reinforce any movement to pat mirror image

3.5.5 Child reaches out and touches mirror image.

3.5.5.1 Place yourself beside child

3.5.5.2 With verbal cues, go through each step of getting attention, reaching out for mirror and patting mirror image.

3.5.5.3 Show your delight for his actions by hugging and kissing him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.6

PROFILE ITEM:

Takes solids.

BEHAVIORAL DEFINITION:

The child is no longer on a liquid diet only, but is taking solid baby foods.

CUE/S:

"Chew."

MEASUREMENT CRITERIA:

Will be able to take these foods during feeding sessions with parent putting food in mouth or spoon feeding.

MATERIALS NEEDED:

Spoon, solid foods, cereal, graham crackers, mashed potatoes.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.6.1 Child is introduced to solid foods and given assistance.

3.6.1.1 Solid foods should be given when child appears hungry after his bottle or awakens after having his bottle.

3.6.1.2 Strap child in infant seat if he cannot sit in high chair yet.

3.6.1.3 Thin cereals should be given at first, open child's mouth and place at back of throat and say, "Chew."

3.6.1.4 If child does not respond to cue, rub fingers around throat up to chin to get him to swallow, or move jaws up and down.

3.6.1.5 Try different cereals in the morning to determine taste preference.

3.6.2 Child takes solids.

3.6.2.1 If child is taking cereal well, introduce strained fruit, vegetables, and mashed potatoes and graham crackers.

3.6.2.2 Put each item or spoonful into mouth and say, "Chew."

3.6.2.3 Do not rush child, let him go at his own pace. A physician should be consulted if parent has any concern about child's eating habits.

3.6.2.4 Reinforce child by giving him his bottle after he had taken a few solid items.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.7

PROFILE ITEM:

Explores adult facial features (Pulls hair, nose, etc.).

BEHAVIORAL DEFINITION:

While being held or when baby is close to adults face he will explore features with his hands.

CUE/S:

"Nose", "Hair", "Eyes."

MEASUREMENT CRITERIA:

Will do this at least once during the day while being held and/or rocked.

MATERIALS NEEDED:

Mirror.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.7.1 Child learns through adult demonstration.

3.7.1.1 Hold child in lap.

3.7.1.2 Take your hand and place it on his face and say what you're touching. "This is your nose, hair, eyes, mouth, etc.."

3.7.1.3 If possible sit in front of large mirror and demonstrate to child what you're doing.

3.7.2 Child explores adult facial features with guidance and cues.

3.7.2.1 Hold child in lap and in front of mirror (if possible).

3.7.2.2 Take his hand and place it on your face and say what he's touching - "Nose", "Hair."

3.7.2.3 Laugh and giggle as he explores your face.

3.7.3 Child explores adult facial features.

3.7.3.1 Try not to be too annoyed when child finds that exploring your face is fascinating

3.7.3.2 Reinforce any movement to explore your face with hugs and kisses.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.8

PROFILE ITEM:

Puts finger food to mouth.

BEHAVIORAL DEFINITION:

Puts finger foods (such as Melba toast, cookies, or food that he can grasp with whole hand) to mouth.

CUE/S:

"Eat"

MEASUREMENT CRITERIA:

MATERIALS NEEDED.

Any solid food that the child can grasp with whole hand.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.8.1 Child learns through adult demonstration.

3.8.1.1 Place child in high chair or strap in front seat.

3.8.1.2 Place finger food (such as a piece of Melba toast, etc.) in front of child.

3.8.1.3 Get your child's attention to food and pick up piece of toast and put in your mouth, say, "Eat."

3.8.1.4 Pick up piece of toast and put in child's mouth.

3.8.2 Child puts finger foods in mouth with guidance and verbal cues.

3.8.2.1 Place child in high chair.

3.8.2.2 Hand child a piece of toast in hand and cue with, "Eat."

3.8.2.3 If he does not do so on request, guide his hand to his mouth and cue with, "Eat."

3.8.2.4 Reinforce child by smiling everytime he puts food to mouth.

3.8.3 Child puts finger foods to mouth with verbal cues.

3.8.3.1 Place child in high chair.

3.8.3.2 Hand a piece of finger food to child and cue with, "Eat."

3.8.3.3 Be very pleased when he does this task with no guidance.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.9

PROFILE ITEM:

Imitates "peek-a-boo."

BEHAVIORAL DEFINITION:

Upon request will be able to imitate the game "peek-a-boo."

CUE/S:

"Peek-a-boo."

MEASUREMENT CRITERIA:

Child will hide eyes when parent initiates activity.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.9.1 Child will learn by adult demonstration.

3.9.1.1 If child can sit have him sit up. If not, let him lie down or hold him.

3.9.1.2 Look directly at your child and make sure he can see you.

3.9.1.3 Take your hands and put them over your eyes, quickly remove your hands and say "peek-a-boo."

3.9.2 Child attempts to try the gesture.

3.9.2.1 Place child in front of you again, take his hands by the wrist and place them palms down over his eyes. Remove his hands quickly and say "peek-a-boo."

3.9.2.2 Repeat putting your hands over your eyes, then over child's. Ask various things such as, "Where am I?", "Where did I go?"

3.9.2.3 Use a large mirror. Place yourself and child in front of mirror to play the game.

3.9.3 Child will imitate "peek-a-boo" when the parent initiates activity.

3.9.3.1 Tell your child "peek-a-boo." Guide his hands over his eyes, continuing to say, "peek-a-boo."

3.9.3.2 Blankets, washclothes while bathing, undershirts while dressing can also be used to hide the child's eyes and play the game.

3.9.3.3 Make this learning episode a fun time for your child, by smiling, laughing and hugging your child when he plays the game with you.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.10

PROFILE ITEM:

Imitates "pat-a-cake."

BEHAVIORAL DEFINITION:

Child will respond to verbal and/or motor cues using hand movements, clapping, rolling, tapping.

CUE/S:

"Pat-a-cake", "Roll it", "Mark it", "Put in tummy, "Baby and me."

MEASUREMENT CRITERIA

Child will perform certain task on verbal and/or motor cues.

MATERIALS NEEDED:

Mirror.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.10.1 Child will learn through adult demonstration and stimulation.

3.10.1.1 Position yourself in front of child or if possible in front of large mirror.

3.10.1.2 Get child's attention and go through the song and motions yourself.

3.10.1.3 Grasp child's hands and go through the song and motions.

3.10.2 Child will clap hands at midline with assistance and verbal cue, "pat-a-cake."

3.10.2.1 Grasp child's hands and place them palms together. Slowly move them apart and bring them back together.

3.10.2.2 At the same time clapping movement is introduced begin saying rhythmically, "Pat-a-cake, pat-a-cake."

3.10.2.3 Gradually release grasp on child's hands and begin own clapping movements without breaking cadence of verbal "pat-a-cake." If child's movements are not maintained begin this sequence again.

3.10.3 Child will make rotary movement with hands (hand over hand) with assistance and verbal cue, "Roll it."

3.10.3.1 Grasp child's hands and place one several inches above the other. Begin a slow rotary movement.

3.10.3.2 When the rotation movement begins, the parent will say, clearly, "Roll it" each time a hand changes position.

3.10.3.3 When rhythm has been established, remove hands from child's and begin own rotary movements saying, "Roll it, roll it."

3.10.3.4 If child does not keep up with the cadence repeat the above steps again.

3.10.4 Child will tap extended finger on one hand against open palm of other hand with assistance and verbal cue, "Mark it."

3.10.4.1 Grasp one of child's hands and keep it open, palm up. Grasp the other hand and take finger and move toward open palm using verbal cue, "Mark it."

3.10.4.2 When rhythm has been established, remove hands from child's and repeat movement on own hands, saying, "Mark it."

3.10.4.3 If child does not keep up with the cadence repeat the above steps again.

3.10.5 Child will make movements with hands to stomach with assistance and verbal cue, "Put in tummy."

3.10.5.1 Grasp child's hands and place on child's stomach, saying, "Put in tummy."

3.10.5.2 Release hand and repeat movement on own stomach keeping up rhythm and saying, "Put in tummy."

3.10.5.3 If child does not keep up with the cadence repeat the above steps again.

3.10.6 Child will remove hands from stomach and back to midline clapping to, "Baby and me" with assistance.

3.10.6.1 Grasp child's hand and remove from tummy and bring back to midline clapping and saying, "Baby and me."

3.10.6.2 Release child's hands and repeat clapping and verbal cue.

3.10.6.3 If child does not keep up with cadence, repeat the above steps again.

3.10.6.4 Reinforcement should be given for all of the above strategies. In some cases, approximations to a movement should be reinforced by hugging and kissing.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.11

PROFILE ITEM:

Bites and chews toys (Ex: teething rings).

BEHAVIORAL DEFINITION:

Child will learn to bite and chew on teething rings, etc..

CUE/S:

"Bite."

MEASUREMENT CRITERIA:

Will be able to bite and chew toys when toy is put in mouth.

MATERIALS NEEDED:

Safe teething and chewable toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.11.1 Child learns through adult demonstration.

3.11.1.1 Place yourself beside child.

3.11.1.2 Hold teething ring or soft toy in hand and put to mouth, say, "Bite" and bite into toy.

3.11.1.3 Put teething ring to child's mouth and say, "Bite."

3.11.1.4 Open his mouth and place ring into mouth.

3.11.2 Child learns to bite teething ring with assistance.

3.11.2.1 Hand child teething ring and say, "Bite."

3.11.2.2 Guide his hand to his mouth with ring and repeat, "Bite."

3.11.2.3 Reinforce his behavior for doing this task by touching, smiling, etc..

3.11.3 Child bites and chews toys.

3.11.3.1 Do not become annoyed if child immediately puts everything he has in his mouth.

3.11.3.2 Keep teething rings and soft toys handy for him to play with. Keep them safe by washing them off occasionally.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.12

PROFILE ITEM:

Waves "Bye-bye."

BEHAVIORAL DEFINITION:

Child will use the appropriate gesture in response to others.

CUE/S:

"Bye-bye."

MEASUREMENT CRITERIA:

Will wave "Bye-bye" when given verbal cue or appropriate gestures.

MATERIALS NEEDED:

Mirror.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.12.1 Child learns through adult demonstration.

3.12.1.1 Position yourself and child in front of large mirror.

3.12.1.2 Take your hand and wave into the mirror, smiling and getting child's attention, saying, "Bye-bye."

3.12.1.3 Take child's hand at wrist and make a waving movement into mirror saying, "Bye-bye."

3.12.1.4 Associate waving "Bye-bye" with the words and movements to leave the room.

3.12.2 Child will wave "Bye-bye" with assistance and verbal cues.

3.12.2.1 Position yourself and child in front of mirror.

3.12.2.2 Wave "Bye-bye" into the mirror and say to your child, "Wave bye-bye."

3.12.2.3 If he does not do this, take his hand and wave into mirror and say, "Bye-bye."

3.12.3 Child will associate "Bye-bye" with a person leaving the room when that person gives the verbal cue, "Bye-bye."

3.12.3.1 Hold child in lap. Another person prepares to leave the room.

3.12.3.2 As he leaves, he will wave and say, "Bye-bye."

3.12.3.3 If child does not respond to gesture and cue, guide his hand in a waving motion.

3.12.4 Child will wave "Bye-bye" in response to appropriate gesture and verbal cue alone.

3.12.4.1 Practice "Bye-bye" several times a day with child. Make it a form of play. "Peek-a-boo" could be played as you wave "Bye-bye" and hide under a blanket and surprise child with "Peek-a-boo."

3.12.4.2 Reinforce child with amazement and affection when he waves even if it is in some form of play and not relating to a person leaving.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.13

PROFILE ITEM:

Holds own bottle independently.

BEHAVIORAL DEFINITION:

Will be able to hold own bottle during entire feeding without assistance.

CUE/S:

"Hold."

MEASUREMENT CRITERIA:

Demonstrates skill.

MATERIALS NEEDED:

Plastic bottles.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.13.1 Child will grasp hands around bottle with assistance.

3.13.1.1 During a feeding session, hold child in lap and place child's hands around bottle, cue with, "Hold."

3.13.1.2 Let go to see if child removes hands, if this is so, place hands around bottle again and cue with, "Hold."

3.13.2 Child will hold bottle while being held.

3.13.2.1 While feeding child hold bottle for first half of feeding, let him hold bottle for second half of feeding.

3.13.2.2 Speak softly and comfortingly to your child in showing how pleased you are he is holding his own bottle.

3.13.3 Child will feed self while bottle is propped.

3.13.3.1 Assist with the first half of feeding, lay child down and prop bottle (small blanket near child's face).

3.13.3.2 While bottle is propped place child's hands around bottle and cue with, "Hold."

3.13.3.3 Remove your hands to see if child drops his, if this happens, replace hands again and cue with, "Hold."

3.13.3.4 Watch to see that your child doesn't get too much liquid in this manner.

3.13.4 Feeds self holding bottle with no prop with assistance.

3.13.4.1 Gradually reduce the amount of time bottle is propoed, first half of feeding could be propped.

3.13.4.2 Second half of feeding remove prop and place child's hands around bottle and cue with, "Hold."

3.13.4.3 Watch to see if he needs any assistance.

3.13.5 Feeds self holding bottle alone, no prop, no assistance.

3.13.5.1 Hand child bottle that is only half full so it won't be too heavy. A plastic bottle would be good to use.

3.13.5.2 Parent should know what is comfortable for child to position himself for feeding, usually on back.

3..3.5.3 Praise child for feeding self by holding and hugging.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.14

PROFILE ITEM:

Vocalizes "Ma-ma", "Da-da", beginning to refer to specific adult.

BEHAVIORAL DEFINITION:

Same as above item.

CUE/S:

"Ma-ma", "Da-da."

MEASUREMENT CRITERIA:

Will imitate parent when they say "Ma-ma", "Da-da."

MATERIALS NEEDED:

Mirror, pictures of parents.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.14.1 Child attends through adult demonstration.

3.14.1.1 Place yourself and child in front of mirror.

3.14.1.2 Gain attention of child to mirror image and point to self in mirror saying, "Ma-ma", or "Da-da". Pat own mirror image repeating rhythmically, "Ma-ma-ma" or "Da-da-da."

3.14.1.3 Show pictures of mother and father to child repeating "Ma-ma," "Da-da."

3.14.2 Child vocalizes "Ma-ma" or "Da-da" with assistance.

3.14.2.1 Place yourself and child in front of mirror.

3.14.2.2 Take child's hand and tap your image in mirror repeating "Ma-ma" or "Da-da."

3.14.2.3 Take child's hand and pat against your face using appropriate cue.

3.14.2.4 Take child's hand and pat against other parent's face using appropriate cue.

3.14.2.5 Vary tone and inflection of voice to aid in maintaining interest (Ex. Soft - "Ma-ma.", Louder - "Ma-ma!")

3.14.2.6 Reinforce with affection for approximations and/or successes.

PROFILE NUMBER 3.14 CONTINUED

3.14.3 Child imitates parent in response to verbal cue.

3.14.3.1 Pay attention to child when he is attempting to verbalize "Ma-ma" or "Da-da."

3.14.3.2 Withdraw attention when no attempts to verbalize are occurring.

3.14.3.3 Reinforce appropriate vocalizations immediately with food, favorite toy, affection, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.15

PROFILE ITEM:

Feeds self crackers.

BEHAVIORAL DEFINITION:

Is able to pick up cracker, transfer to mouth, bite off piece and eat.

CUE/S:

"Eat."

MEASUREMENT CRITERIA:

Child will pick up cracker and eat upon verbal request.

MATERIALS NEEDED:

Crackers - graham (because they are softer to chew and bite off).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.15.1 Child learns through adult demonstration.

3.15.1.1 Place yourself in front of child in high chair.

3.15.1.2 Take cracker say, "Eat", put to mouth, bite off and chew.

3.15.1.3 Show satisfaction on your face - "MMM, good."

3.15.2 Child will pick up cracker and transfer to mouth with assistance.

3.15.2.1 Place self in front of child with two crackers.

3.15.2.2 Pick up cracker and say, "Eat."

3.15.2.3 If child does not pick up cracker, guide his hand to cracker and have him grasp it and bring to mouth.

3.15.2.4 Reinforce by being pleased if he does this task.

3.15.3 Child will pick up cracker, transfer to mouth, bite off piece in imitation of parent with assistance.

3.15.3.1 Same strategies as above.

3.15.3.2 Same strategies as above.

3.15.3.3 Same strategies as above.

3.15.4 Child will pick up cracker, transfer to mouth, bite off piece, chew and swallow in imitation of parent, with assistance.

3.15.4.1 Same strategies as above.

3.15.4.2 Same strategies as above.

3.15.4.3 Same strategies as above.

3.15.5 Child will pick up cracker, transfer to mouth and eat on the cue, "Eat."

3.15.5.1 Place yourself in front of child.

3.15.5.2 Place cracker in front of child and say, "Eat."

3.15.5.3 Show your amazement and approval if child responds to cue. Repeat sequences above if child does not respond.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.16

PROFILE ITEM:

Indicates wants (gestures, vocalizations).

BEHAVIORAL DEFINITION:

Indicates wants for drink, etc. by using gestures and vocalizations rather then crying.

CUE/S:

"Drink?", "Hungry?", "Sleepy?"

MEASUREMENT CRITERIA:

Reinforcing gestures used with verbalizations.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.16.1 Child becomes aware of word for gestures he uses.

3.16.1.1 During the day take concern when your child is fussy.

3.16.1.2 If you know his pants are dry and he's feeling all right, hand child his bottle and say, "Drink?"

3.16.1.3 Proceed to give child bottle and talk and smile to him.

3.16.1.4 Repeat the above sequence in accordance with other gestures a child might use (Ex: rubbing his eyes, say, "Sleepy?", at feeding time say, "Hungry?").

3.16.2 Child uses gestures or vocalizations other than crying for his desired needs.

3.16.2.1 While giving your child a drink or feeding him, encourage his babbling or pointing gestures.

3.16.2.2 Reinforce any approximations of babbling or gestures with a smile and hug.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.17

PROFILE ITEM:

Plays ball with other person

BEHAVIORAL DEFINITION:

Will play ball with other person.

CUE/S:

"Toss the ball", "Ball", "Throw."

MEASUREMENT CRITERIA.

Child will play ball with parent when parent initiates activity.

MATERIALS NEEDED.

Medium sized ball.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3 17 1 Child is introduced to games using a ball.

3.17.1.1 Hand ball to child and let him explore and play with ball as he wishes.

3.17.1.2 Take the ball and toss it toward child, show amazement on your face.

3.17.2 Child plays ball with other person with assistance and verbal cue.

3.17.2.1 Stand or sit behind child and hold ball in his hand and toss it out on verbal cue, "Toss the ball" or "Throw."

3.17.2.2 Have other parent sit in front and say, "Toss the ball" and help child toss it, if he does not do so on verbal cue.

3.17.3 Child plays ball with other person on verbal cue.

3.17.3.1 Sit in front of child, place ball in lap, clap hands to get child's attention and say, "Toss the ball."

3.17.3.2 Laugh and hug child if he does this.

3.17.3.3 Make sure the ball is not too small for the child to put in his mouth or not too big that he can't handle it, bright colored balls are good to use.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.18

PROFILE ITEM:

Extends toy to person.

BEHAVIORAL DEFINITION:

Extends a toy to a person as if to give it to that person.

CUE/S:

"Give block."

MEASUREMENT CRITERIA:

Child will hand block to parent on cue.

MATERIALS NEEDED:

Toys, blocks, etc..

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.18.1 Child will attend through adult demonstration

3.18.1.1 Place yourself in front of child on floor.

3.18.1.2 Extend a toy or block to child, cue with, "Block." If this does not gain eye contact, move his head toward the block and repeat verbal cue again.

3.18.1.3 Hand child block, cue with, "Give block."

3.18.2 Child extends toy with verbal cue and assistance.

3.18.2.1 Place yourself in front of child on floor.

3.18.2.2 Hand block to child and cue with, "Give block" and extending your own hand to take the block.

3.18.2.3 If he does not do this on verbal cue, take his hand and guide it to yourself and repeat cue.

3.18.3 Child extends toy to person.

3.18.3.1 While playing with child, extend toy to him and cue him to extend it to you.

3.18.3.2 Reinforce any action that relates to this strategy by hugging, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.19

PROFILE ITEM:

Imitates others. Imitates movements already familiar but not visible to him.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

Hand and head movements.

MEASUREMENT CRITERIA:

Child will be reinforced everytime he makes an imitation hand or head movement.

MATERIALS NEEDED:

Mirror.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.19.1 Child attends to adult model.

3.19.1.1 Position yourself and child in front of mirror.

3.19.1.2 Wave "Bye-bye" into the mirror.

3.19.1.3 Take child's hand and wave "Bye-bye" into mirror, smiling, etc..

3.19.1.4 Do other movements such as shaking your finger or shaking your head "NO."

3.19.1.5 Take child's hand and shake finger and move his head and say "NO."

3.19.2 Child imitates adult movements.

3.19.2.1 Position child in front of mirror.

3.19.2.2 Go through the different movements in the sequence above.

3.19.2.3 Guide your child's hand if he does not imitate.

3.19.2.4 Hug and kiss if he imitates on his own.

3.19.3 Child will imitate movements already familiar but not visible to him.

3.19.3.1 While your child is eating, playing, or bathing, be quick to note if he makes any hand or head movements.

3.19.3.2 If he does, reinforce him by repeating what he just did and hugging him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.20

PROFILE ITEM:

Holds cup with two hands.

BEHAVIORAL DEFINITION:

Child will be able to hold cup with two hands and with guidance, bring cup to lips and drink.

CUE/S:

"Hold cup."

MEASUREMENT CRITERIA:

Child will hold cup with two hands upon verbal cue.

MATERIALS NEEDED:

Cup.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3 20.1 Child will attend to adult demonstration.

3.20.1.1 Place child in high chair in front of you.

3.20.1.2 Gain child's attention. Pick up cup with both hands, bring to lips and set down.

3.20.1.3 Take cup in both hands and bring to child's lips to drink and set down.

3.20.2 Child will hold cup with both hands with assistance and verbal cue.

3.20.2.1 Place child in high chair in front of you.

3.20.2.2 Take cup and hand to child saying, "Hold cup."

3.20.2.3 If child does not do this, take his hands and put on cup and lift saying, "Hold cup."

3 20 3 Child holds cup with two hands upon verbal request.

3.20.3.1 Give child cup with small amount of liquid, a two handed cup can be used for easier grasping, say, "Hold cup."

3.20.3.2 Once child is holding cup with two hands, aid in getting liquid to lips

3 20 3.3 Reinforce child by saying, "Big boy, "Good boy."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.21

PROFILE ITEM:

Gives kisses.

BEHAVIORAL DEFINITION:

Child will learn that a kiss is a form of affection and will give accordingly.

CUE/S:

"Kiss."

MEASUREMENT CRITERIA:

Child will give kiss upon verbal request.

MATERIALS NEEDED:

Mirror.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.21.1 Child will attend through adult demonstration.

3.21.1.1 A child will only learn affection if it is given in the home, so, give your child a lot of affection during the day.

3.21.1.2 Place yourself and child in front of mirror, say, "Kiss" while puckering lips and kissing into mirror.

3.21.1.3 Turn to child and say, "Kiss", then proceed to kiss child.

3.21.2 Child attempts to kiss with assistance and verbal cues.

3.21.2.1 Place child in front of mirror.

3.21.2.2 Place his hand on your lips and cue with, "Kiss" and proceed to kiss his hand.

3.21.2.3 Put your hand near child's lips and cue with, "Kiss", if he does not do this squeeze lips until they pucker and say, "Kiss." Put cheek next to child's lips and say, "Kiss."

3.21.2.4 Reinforce his behavior by being delighted if he kisses you, kiss him back.

3.21.3 Child gives kisses upon request.

3.21.3.1 Hand child his favorite doll or stuffed animal, say, "Kiss", work with child kissing other members of the family.

3.21.3.2 Parents should not be ashamed of kissing each other in front of child, to show that kissing is a wholesome activity.

3.21.3.3 Reinforce your child if he kisses you by kissing him back.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.22

PROFILE ITEM:

Extends arms and legs while being dressed.

BEHAVIORAL DEFINITION:

Child will learn to cooperate in dressing himself by voluntarily extending his arms and legs when parent approaches him with a pair of pants or shirt and with verbal cues.

CUE/S

"Lift leg"
"Raise arms"

MEASUREMENT CRITERIA:

Child will extend arms or legs upon verbal request.

MATERIALS NEEDED:

Pants
Shirt

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.22.1 Child will attend through adult demonstration.

3.22.1.1 Sit child on bed in front of you.

3.22.1.2 Take pair of pants and say "Lift leg". Lift leg into pant leg and pull up. Repeat "Lift leg". Lift other leg into pant and pull up.

3.22.1.3 Take shirt or dress and say "Raise arms". Raise both arms and pull shirt or dress over body.

3.22.1.4 Practice with a doll, reminding child that lifting a leg or raising arms will help in dressing self.

3.22.2 Child lifts legs and raises arms with assistance and verbal cues.

3.22.2.1 Place child in front of you.

3.22.2.2 Take pants and say "Lift leg". If child does not do so upon verbal request, lift leg in pants repeating "Lift leg".

3.22.2.3 Take shirt or dress and say "Raise arms". If child does not do so upon verbal request, raise arms and repeat "Raise arms" while putting shirt on.

3.22.3 Child will extend arms and legs upon verbal request.

3.22.3.1 While dressing child, use verbal cues "Lift leg" "Raise arms".

3.22.3.2 Extra Time should be given in dressing child so he can respond to verbal cues.

3.22.3.3 Patience is important, so play games while getting dressed. With arms out and up, a child could be an airplane. With a shirt or dress over the head, you could play peek-a-boo, etc.. Make dressing a fun time for child.

3.22.3.4 Praise should be given to child every time he extends his arms or legs.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.23

PROFILE ITEM:

Washes hands and face with assistance.

BEHAVIORAL DEFINITION:

Child will be able to wash hands and face with assistance from adult.

CUE/S

"Wash hands"
"Wash face"

MEASUREMENT CRITERIA:

Child will wash hands and face with assistance and verbal cues.

MATERIALS NEEDED:

Wash cloth
Soap
Mirror
Step stool

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.23.1 Child will attend to adult demonstration on "how to wash" their hands.

3.23.1.1 Position child on small stool so he can reach sink. If he is not steady on stool, hold child to sink or bring basin of water to him. Explain what you are going to do.

3.23.1.2 Turn water on and model for your child how to wash hands. Cue with "Wash hands". Pick up soap and lather hands under water by rubbing palms together. Rub soap on the back of hands and between fingers. (2) Put soap down and rinse hands well, under water. (3) Turn water off.

3.23.2 Child washes hands with assistance and verbal cues.

3.23.2.1 First, turn on faucet and let your child put his hands through the water to get the feel of it.

3.23.2.2 Take the soap and lather child's hands, repeating the cue "wash hands." Put his hands back under the water for him to rinse. Turn water off. You could also stand behind the child and guide his hands to take the soap, lather, put soap down and rinse.

3.23.2.3 Make this task a fun one for your child. Pat-a-cake could be played while the child's hands are under the water, or the song "This is the way we wash our hands" could be sung. Comment to your child how clean his hands are and how nice they look, by showing his clean hands into the mirror, or by letting another member of the family look at them.

3.23.3 Child will attend to adult demonstration on how to wash his face.

3.23.3.1 Position child on small stool. If he cannot stand, bring basin of water to him.

3.23.3.2 Turn water on and model for your child on how to wash your face. Cue with "Wash face". Take wash cloth and wet under water. (2) Wring cloth and rub soap into it. (3) Bring cloth to face and rub gently and behind ears. (4) Rinse cloth under water and wring out. (5) Bring cloth back to face and wipe off soap. (6) Turn water off.

3.23.4 Child washes face with assistance and verbal cues.

3.23.4.1 Put wash cloth in child's hand and put under water. Wring out for child. Put soap into child's hand and help child rub soap into cloth. Put cloth to face and cue with "Wash face". Help child rub cloth gently over face and behind ears. Rinse cloth out for child and hand back helping him rinse face.

3.23.4.2 This task could also be made fun by playing peek-a-boo with the wash cloth. A non-stinging soap could also be used so the soap would not sting the child's eyes.

3.23.4.3 Have child look into the mirror to see how he looks.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.24

PROFILE ITEM:

Drys hands and face with assistance.

BEHAVIORAL DEFINITION:

Child will cooperate in drying hands and face with verbal cues.

CUE/S

"Dry hands"
"Dry face"
"Dry"

MEASUREMENT CRITERIA:

With assistance will dry hands and face with verbal cues.

MATERIALS NEEDED:

Towel

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.24.1 Child will attend through adult demonstration.

3.24.1.1 Once you have washed your hands and turned off faucet, take towel and say "Dry hands". Proceed to rub towel through fingers, drying hands well.

3.24.1.2 Put towel to face and say "Dry face". Proceed to pat your face dry.

3.24.1.3 Repeat the above two steps on child, repeating the verbal cues once again.

3.24.2 Child will dry hands and face with assistance and verbal cues.

3.24.2.1 Once child has washed hands, hand towel to child and say "Dry hands". If child does not make any movement to cooperate, dry his hands for him, repeating cue "Dry hands".

3.24.2.2 Give verbal cue "Dry face" - Once again, if child does not make any movement to cooperate - guide towel to face and pat dry.

3.24.3 Child will make movements to cooperate in drying hands and face.

3.24.3.1 Make this task a fun one for your child. Peek-a-boo could be played with the towel over face and once the hands are dry, pat-a-cake could be played.

3.24.3.2 Reinforce child by saying "Big boy" "Big girl" for cooperating in drying hands and face.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.25

PROFILE ITEM:

Bowel movement is becoming regular.

BEHAVIORAL DEFINITION:

Parent will use this item for observational purposes only, unless parent feels child is ready for toilet-training.

CUE/S

Praise

MEASUREMENT CRITERIA:

Recording bowel movements.

MATERIALS NEEDED:

Potty chair

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.25.1 Parents keep record of child's bowel movements.

3.25.1.1 Keep a record as to when child has a BM during the day and how many times.

3.25.1.2 When you realize a high frequency during a certain time of day, place child on potty.

3.25.1.3 Do not expect child to go, but this can be an opportunity to introduce child to potty chair.

3.25.1.4 Do not scold child if he goes in his pants, but praise him if you do catch him in time.

3.25.1.5 Bowel movements will come more regularly if a child's diet is regular. Feeding child about the same time each day will help. No liquids or heavy foods before bedtime will help also.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.26

PROFILE ITEM:

Picks up bits of food and transfers to mouth.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S

"Eat"

MEASUREMENT CRITERIA:

Child will pick up bits of food and put to mouth on cue.

MATERIALS NEEDED:

Smaller finger foods.
Pieces of bologna, skinless weiners, Cheerios.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.26.1 Child will attend through adult demonstration.

3.26.1.1 Position youngster in front of you with a few Cheerios on tray.

3.26.1.2 Pick one Cheerio up with thumb and forefinger and put to your mouth and say "Eat". Begin chewing. Showing satisfaction on your face.

3.26.1.3 Continue eating the rest of the Cheerios, putting one in child's mouth on cue and one in your mouth on cue.

3.26.2 Child picks up bits of food and transfers to mouth with assistance and verbal cues.

3.26.2.1 Position yourself in front of child with Cheerios.

3.26.2.2 Say "Eat". If he makes no movement to pick up Cheerio - take his hand and help him pick up one and transfer to mouth, repeating the verbal cue again "Eat".

3.26.2.3 Tell child what a "Big boy" or "Big girl" they have been.

3.26.3 Child picks up bits of food and transfers to mouth on cue.

3.26.3.1 Introduce other broken up food items to child such as: bacon, chicken, skinless weiners, bologna, to put on tray.

3.26.3.2 Repeat "Eat" everytime he makes a movement toward food.

3.26.3.3 Show how pleased you are by clapping your hands every time child completes this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.27

PROFILE ITEM:

Uses spoon imitatively.

BEHAVIORAL DEFINITION:

Child will imitate adult in using a spoon.

CUE/S

"Eat" - "Spoon"

MEASUREMENT CRITERIA:

Upon request, child will imitate adult in using spoon.

MATERIALS NEEDED:

Spoon
Cereal
Mashed potatoes - vegetables

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.27.1 Child will attend to adult demonstration.

3.27.1.1 Position child in front of you - gain his attention by tapping spoon on tray.

3.27.1.2 Take spoon and dip into cereal, bring to your mouth and say "Eat".

3.27.1.3 Repeat the above step putting food into child's mouth, saying "Eat".

3.27.2 Child attempts to use spoon with assistance and verbal cues.

3.27.2.1 Position child in front of you.

3.27.2.2 Hand child own small sized spoon to examine.

3.27.2.3 Take your spoon and dip into cereal and say "Eat". If child does not imitate you - place spoon in his hand and guide spoon into cereal and put to mouth and repeat "Eat".

3.27.3 Child uses spoon with verbal cues.

3.27.3.1 Position yourself in front of child.

3.27.3.2 Hand child spoon and say "Eat". Take your spoon and dip into cereal, repeating the cue again, "Eat".

3.27.3.3 Reinforce child by smiling and showing amazement on your face if he imitates you.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.28

PROFILE ITEM:

Releases objects in adult's hand.

BEHAVIORAL DEFINITION:

Child will release a toy, etc., when asked.

CUE/S

"Drop"
"Give me"

MEASUREMENT CRITERIA:

MATERIALS NEEDED:

Small ball
Block
Plastic cup, etc..

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.28.1 Child learns through adult demonstration.

3.28.1.1 Place child on floor in front of you.

3.28.1.2 Get eye contact by calling out his name or turning head toward you.

3.28.1.3 Put toy in one hand and release object in other hand, cuing with "Drop". Show satisfaction and amazement on your face.

3.28.2 Child releases objects in adult's hand with verbal cues and assistance.

3.28.2.1 Place child in front of you.

3.28.2.2 Take toy and put in child's hand.

3.28.2.3 Extend your hand to child and cue with "Drop" or "Give me". If he does not do this on verbal cue - take his hand, shake toy out of it and repeat "Drop" or "Give me".

3.28.3 Child releases toy in adult's hand upon verbal request.

3.28.3.1 While playing with child, extend hand to him and cue him with "drop" or "give me". Show how you drop the block in your hand if he is reluctant to respond.

3.28.3.2 Reinforce any behavior that might be useful in completing this activity by hugs, kisses, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.29

PROFILE ITEM:

Greets with verbal cues.

BEHAVIORAL DEFINITION:

Upon request will greet family and friends.

CUE/S

"Hi"

MEASUREMENT CRITERIA:

Will greet family member upon request.

MATERIALS NEEDED:

Mirror

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.29.1 Child attends to adult demonstration.

3.29.1.1 Position yourself and child in front of mirror.

3.29.1.2 Get child's attention by calling out name or tapping on mirror.

3.29.1.3 When he looks at image in mirror - say "Hi" waving hand once.

3.29.1.4 Hold up child's favorite doll or stuffed animal and repeat again "Hi".

3.29.1.5 Have other parent enter room, call out child's name and say "Hi", waving hand once.

3.29.2 Child greets with verbal cues and assistance.

3.29.2.1 Position child once again in front of mirror.

3.29.2.2 Get attention and say "Hi".

3.29.2.3 Take child's hand and wave into mirror, repeating the cue "Hi". Repeat sequence until child responds upon verbal request.

3.29.2.4 Make it a point when meeting new faces or when siblings enter the room to say "Hi". Take hold of child's hand and repeat cue "Hi".

3.29.2.5 Hug and kiss child for completing this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.30

PROFILE ITEM:

Removes simple garment.

BEHAVIORAL DEFINITION:

Child will be able to take off a simple item of clothing such as training pants. However, the child will need assistance in stepping out of the pants.

CUE/S

"Off"

MEASUREMENT CRITERIA:

Takes off item of clothing upon verbal request.

MATERIALS NEEDED:

Training pants.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.30.1 Child attends to adult demonstration.

3.30.1.1 While undressing child, or sitting him on potty chair, take hold of the sides of his pants and say "Off".

3.30.1.2 Slowly remove pants, repeating cue "Off"

3.30.1.3 Replace pants and put child's hand on the sides with thumb on inside and repeat cue "Off".

3.30.2 Child removes training pants with assistance and verbal cue.

3.30.2.1 While undressing child, put child's hands on the sides of his pants with his thumb on the inside. Repeat the cue "Off."

3.30.2.2 If there is no response, guide child's hands down the side of his legs repeating cue "Off".

3.30.2.3 Help him step out of his pants, if this is necessary

3.30.3 Child removes training pants with no assistance.

3.30.3.1 Let child remove his own training pants even though you may be able to do it faster. Let him pace himself.

3.30.3.2 When he grasps the sides of his pants, repeat cue "Off".

3.30.3.3 Praise child for being such a big helper.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.31

PROFILE ITEM:

Bottle discarded

BEHAVIORAL DEFINITION:

Child has discarded bottle as a chief means of obtaining food.

CUE/S

"Drink"

MEASUREMENT CRITERIA:

Upon request, child will drink from cup.

MATERIALS NEEDED:

cup

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.31.1 Child drinks from cup during day.

3.31.1.1 During feeding sessions during the day, assist child in drinking from a cup instead of a bottle.

3.31.1.2 Assist child in holding cup and bring to lips and say "Drink".

3.31.1.3 Also, if child appears thirsty at mid-morning, or mid-afternoon, have him drink out of cup. A cup with two handles and a lid-on-top could be used for easier handling.

3.31.1.4 Repeat the sequence above giving child a cup during the day and maybe a bottle at nap time.

3.31.2 Bottle is discarded.

3.31.2.1 Gradually reduce the times child is given a bottle.

3.31.2.2 If he appears fussy for bottle, take cup and hold to lips and repeat "Drink".

3.31.2.3 Reinforce him by hugging and saying what a "Big boy" or "Big girl" they are.

3.31.2.4 Do not be surprised if child picks up a bottle and sucks if there is a younger infant in the house. Do not scold, but take bottle from child and bring a cup of water to lips and repeat "Drink".

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.32

PROFILE ITEM:

Indicates wet pants.

BEHAVIORAL DEFINITION:

Child will be able to tell by vocalizations or gestures that he has wet pants. Actually, this item should be used as an observational one for your child and to make him aware that wet pants are not acceptable.

CUE/S

"Wet"

MEASUREMENT CRITERIA:

Child will indicate or respond on cue when asked if he has wet pants.

MATERIALS NEEDED:

Child's toilet seat.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.32.1 Parent records child's eliminations.

3.32.1.1 Record the frequency of child's wet pants during the day.

3.32.1.2 If it seems like a pattern has been set, ask your child at these times during the day, feeling his pants and saying "wet".

3.32.1.3 If child is wet, try not to make a big scene about it and take him into the bathroom and place him on potty and repeat "wet". He might void again, but if he does not, this will at least associate wetting in the potty chair, instead of in his pants.

3.32.2 Child indicates wet pants.

3.32.2.1 Once you have repeated the above sequence with your child and have done so in a calm manner, your child may be at ease in indicating wet pants.

3.32.2.2 Keep asking your child during the day "Wet". Also watch his facial expressions for any sign.

3.32.2.3 If your child comes to you and tugs at your leg, but says nothing, repeat "Wet".

3.32.2.4 If child is wet, do not become upset, but pleased that he told you. Record the wet pants and ask child, or put on potty at the same time next day.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.33

PROFILE ITEM:

Feeds self in part

BEHAVIORAL DEFINITION:

Will be able to feed self simple foods, (finger foods) - may spill some.

CUE/S

"Eat"

MEASUREMENT CRITERIA:

Upon request will feed self in part.

MATERIALS NEEDED:

Finger foods pieces of meat, crackers
soft foods - mashed potatoes, puddings, ice cream

BEHAVIORAL OBJECTIVES:

3.33.1 Child attends to adult demonstration.

3.33.1.1 Place yourself in front of child in high chair.

3.33.1.2 Pick up piece of small meat and put to mouth and say "Eat" - show satisfaction by saying "mmmmmmm-good".

3.33.1.3 Put piece of meat to child's mouth and say "Eat".

3.33.1.4 Repeat the above sequence using a spoon to eat soft foods such as cooked cereal or pudding. Also repeat using a cup to get drink.

3.33.2 Child feeds self in part with assistance and verbal cues.

3.33.2.1 Repeat the above sequence with your child, but let him hold the food or the spoon.

3.33.2.2 Repeat the cue "Eat" - and guide his hand.

3.33.2.3 Repeat sequence as long as necessary.

3.33.3 Child feeds self in part

3.33.3.1 Start out with finger foods so child can pick food up more easily. Repeat the cue "Eat".

3.33.3.2 Reinforce by clapping and smiling.

3.33.3.3 Transition to spoon and cup, repeating cue

3.33.3.4 Be patient with your child and let him pace himself.

3.33.3.5 Repeating the above sequence will aid your child in feeding himself alone.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.34

PROFILE ITEM:

Indicates toilet needs

BEHAVIOR DEFINITION:

Child will be able to tell by vocalizations or gestures that he has the "urge" to go to the bathroom.

CUE/S

"Wet"

MEASUREMENT CRITERIA:

Child will indicate or respond on cue when asked if he has to wet.

MATERIALS NEEDED:

Child's toilet seat

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.34.1 Parent introduces child to potty chair.

3.34.1.1 Record the frequency of child's wet pants during the day.

3.34.1.2 When you realize a high frequency during a certain time of day, place child on potty or place child on potty every hour for five minutes saying "Wet".

3.34.1.3 Usually you will catch him some time during the day if you put him on potty every hour. If this is so, it will give you an opportunity to praise and reward him immediately. This will help him to form an association between voiding in the toilet and having a pleasant experience. He will want to do it again.

3.34.2 Parent helps child in indicating toilet needs.

3.34.2.1 Try to detect a child's need in advance, watch his face and see if he is making any peculiar movements.

3.34.2.2 If this is the case, look your child in the face and say "Wet". Guide him to the bathroom and place him on potty and repeat "Wet".

3.34.2.3 While sitting on the toilet, tell your child how pleased you are he had to potty, even if he does not void.

3.34.2.4 Reward him immediately with clapping, hugging, or a snack item if he does void.

3.34.2.5 Repeat the above sequence so child will get used to sitting on the potty every hour.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.35

PROFILE ITEM:

Exhibits emotion in imitation of parents.

BEHAVIORAL DEFINITION:

Child will imitate emotions expressed by adults - ex: affection, joy, etc..

CUE/S

"Laugh"

MEASUREMENT CRITERIA:

Child will do in imitation of adults.

MATERIALS NEEDED:

mirror

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.35.1 Child attends to adult demonstration

3.35.1.1 Position yourself and child in front of mirror.

3.35.1.2 Get his attention by calling his name or tapping mirror.

3.35.1.3 Say "Laugh" and laugh into mirror

3.35.1.4 Tickle child and say "Laugh" - laugh along with child.

3.35.1.5 Repeat the above sequence using other cues "oh-oh", "Smile" "Frown".

3.35.2 Child imitates parent emotions.

3.35.2.1 Reflect or imitate child's expressions as though playing a game. Demonstrate own pleasure by smiling, laughing, etc..

3.35.2.2 As child responds with various expressions, reinforce with touching, hugging, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.36

PROFILE ITEM:

Pulls toy behind him while walking.

BEHAVIORAL DEFINITION:

Same as above

CUE/S:

"Pull"

MEASUREMENT CRITERIA:

Will pull toy behind him on cue.

MATERIALS NEEDED:

Pull toy

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.36.1 Child associates movement of the toy with the parent pulling on the string.

3.36.1.1 Allow the child to handle and play with pull toy on his own. This will enable the child to become familiar with the toy and its moveable parts.

3.36.1.2 With child watching, take the pull toy and put it behind you. Say "Pull" and pull the toy. A toy that makes a sound, such as clacking or bells ringing will be helpful in concentrating the child's attention on the toy as you pull it.

3.36.1.3 Relate the movement,to the child, of the toy to the pulling of the string. Repeat "Pull" and begin walking with toy. Stop and draw child's attention that the toy has stopped. Repeat "Pull" again and tell child that the toy moves when you move.

3.36.2 Child pulls toy behind him with aid from parent and verbal cue.

3.36.2.1 Position child beside you and pull toy behind child.

3.36.2.2 Hand child string and say "Pull".

3.36.2.3 If there is no response, take child's hand and place it over string and repeat "Pull", pulling string and walking along with child.

3.36.2.4 Draw child's attention to the sound the toy is making when you pull it.

3.36.3 Child pulls toy behind him with no assistance.

3.36.3.1 Position pull toy behind child.

3.36.3.2 Hand child string and repeat cue "Pull".

3.36.3.3 Help him get started by pulling string with him. Gradually let go and continue to walk with him.

3.36.3.4 Reinforce his behavior by saying "Good boy" - "Good girl".

3.36.3.5 Once child has been successful in this task, a game could be played with child and parent having a race across the room with their pull toys.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.37

PROFILE ITEM:

Carries or hugs doll (or favorite cuddly toy)

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Hug"

MEASUREMENT CRITERIA:

Child will carry or hug doll upon verbal request.

MATERIALS NEEDED:

Doll or favorite toy.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.37.1 Child attends to adult demonstration

3.37.1.1 Position child on your lap.

3.37.1.2 Take a doll and say "Hug". Proceed to hug doll, smiling and kissing doll.

3.37.1.3 Give doll to child and repeat cue "Hug". Proceed to hug them both.

3.37.2 Child holds and carries doll upon verbal request.

3.37.2.1 With child in front of you, hand doll to child and say "Hug".

3.37.2.2 If there is no response, hug doll and child both. Repeat the cue "hug".

3.37.2.3 Reinforce child by hugging and kissing everytime he hugs doll.

3.37.2.4 Affection such as this must be shown in the home before a child can model such behavior.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.38

PROFILE ITEM:

Removes socks

BEHAVIORAL DEFINITION:

In undressing, can pull off his own socks

CUE/S:

"Socks off" "Off"

MEASUREMENT CRITERIA:

Will remove socks upon verbal request.

MATERIALS NEEDED:

Pair of socks.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.38.1 Child attends to adult demonstration.

3.38.1.1 Place yourself on floor next to child. Go through the following steps. First on yourself, then with your arms over child's shoulders saying "socks off".

1. With thumb on inside and other four fingers on outside grasp sock.
2. Take other hand and do the same as above.
3. Stretch top of sock away from ankle.
4. Guide down ankle past heel.
5. Take one hand and pull sock off at toes.

3.38.2 Child removes socks with assistance and verbal cue.

3.38.2.1 Position child in front of you and repeat cue "Socks off".

3.38.2.2 If there is no response, take his hand and guide it down sock and pull off.

3.38.2.3 Reinforce child by saying what a "Big boy" or "Big girl" they are for giving assistance.

3.38.3 Child removes socks upon verbal request.

3.38.3.1 While undressing in the evening, say to your child "Socks off".

3.38.3.2 It is not necessary that the child goes through each step exactly as long as he gets them off.

3.38.3.3 Help if child becomes frustrated, especially if he has trouble getting the sock past his heel.

3.38.3.4 Be patient with your child and give him enough time to perform this task.

3.38.3.5 Reinforce your child with hugs and kisses everytime he accomplishes this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.39

PROFILE ITEM:

Removes shoes.

BEHAVIORAL DEFINITION:

Child will remove shoe from foot when laces are loosened.

CUE/S:

"Shoe off"

MEASUREMENT CRITERIA:

Child will remove shoe upon verbal request.

MATERIALS NEEDED:

Oversized shoes, and correct sized shoes.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.39.1 Child removes oversized shoe with heel half off.

3.39.1.1 Place oversized shoe on child's foot. Position half off. Remove slowly saying several times "shoe off" - "shoe off".

3.39.1.2 Replace shoe in half off position. Place child's hand on heel and hold in place with adult hand on child's. Remove shoe slowly saying "Shoe off" - "Shoe off".

3.39.1.3 Replace shoe. Place child's hand on heel and with no guidance, repeat the cue "Shoe off".

3.39.1.4 Repeat entire sequence until child has mastered this, giving child hugs and reassuring smiles for doing this task.

3.39.2 Child removes correct size shoe with heel all the way "out".

3.39.2.1 Place correct size shoe on child's feet. Position heel all the way out. Remove slowly saying several times "Shoe off" - "Shoe off".

3.39.2.2 Replace shoe with heel out. Place child's hand on heel of shoe and hold in place with adult hand on child's. Remove shoe slowly repeating cue "Shoe off".

3.39.2.3 Replace shoe. Place child's hand on heel and with no assistance. Repeat cue again "Shoe off".

3.39.2.4 Repeat sequence until child has mastered task, giving reinforcement.

3.39.3 Child removes correct size shoe with heel half way out.

3.39.3.1 Repeat the above 4 steps with heel half way out and repeat cue "Shoe off" several times.

3.39.4 Child removes shoe with laces loosened.

3.39.4.1 Place correct size shoe on child's foot. Loosen the laces for him. Remove slowly, repeating with cue "Shoe off".

3.39.4.2 Replace shoe all the way on. Place child's hand on heel of shoe and hold in place. With adult hand on child's, remove shoe down and slip off slowly repeating cue "Shoe off".

3.39.4.3 Replace shoe. Place child's hand on heel and with no assistance repeat cue again "Shoe off".

3.39.4.4 Repeat sequence until child has mastered task, giving reinforcement.

3.39.5 Child unties shoe, loosens laces and removes shoe.

3.39.5.1 Place correct size shoe on child's foot. Untie shoe and loosen laces. Remove slowly, repeating with cue "Shoe off".

3.39.5.2 Replace shoe all the way on and tied. Place child's hand on tie and untie shoe. Place his hand on laces and assist in unlacing them. Place his hand on heel and with your hand guide the shoe down past heel and slip off foot repeating cue "shoe off".

3.39.5.3 Replace shoe. Place child's hand on tie and with no assistance repeat cue again "Shoe off".

3.39.5.4 Repeat sequence until child has mastered task, giving reinforcement.

3.39.5.5 Allow extra time for this difficult task, so the child can pace himself.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.40

PROFILE ITEM:

Places hat on head - and takes it off.

BEHAVIORAL DEFINITION:

Same as above

CUE/S:

"Hat on" "Hat off"

MEASUREMENT CRITERIA:

Child will put hat on and take off head upon verbal request.

MATERIALS NEEDED:

Hat

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.40.1 Child attends to adult demonstration.

3.40.1.1 Place yourself and child in front of mirror. Get child's attention by tapping on mirror.

3.40.1.2 Say cue "Hat on" and put a hat on your head. Go on to the next cue and say "Hat off" and take the hat off.

3.40.1.3 Go through the two cues putting the hat on the child's head and taking it off.

3.40.2 Child takes hat off and puts hat on with assistance and verbal cue.

3 40.2.1 Position child and yourself in front of mirror.

3.40.2 2 Hand him a hat and say "Hat on".

3.40.2.3 If there is no response, guide his hand and put the hat on his head, repeating cue "Hat on".

3.40.2.4 Repeat the above step using cue "Hat off".

3.40.2.5 Reinforce child by laughing and acting pleased when he does this.

3.40.3 Child places hat on head and takes hat off.

3.40.3.1 Let child put his own hat on when getting ready to go somewhere. Hand hat to child and say "Hat on".

3.40.3.2 Say "Hat off" when child first enters home.

3.40.3.3 Reinforce child by clapping, etc.. - even if he is playing with hat.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.41

PROFILE ITEM:

Seats self in small chair.

BEHAVIORAL DEFINITION:

Will be able to approach chair, turn around, bend knees and sit down with no assistance.

CUE/S:

"Sit"

MEASUREMENT CRITERIA:

Will sit in small chair upon verbal request.

MATERIALS NEEDED:

Small chair

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.41.1 Child attends to adult demonstration

3.41.1.1 If possible, try to obtain a small-sized chair and place it beside an adult chair.

3.41.1.2 Walk with your child to the chair, turn around and say "Sit". Slowly sit down, repeating cue.

3.41.1.3 Repeat sequence, walking up to chair and sitting down. Point out to child how other members of the family sit down.

3.41.2 Child sits on small chair with assistance and verbal cue.

3.41.2.1 Approach chair with your child, turn him around and say "Sit".

3.41.2.2 If there is no response, take hold of one of his hands to steady him and take your other hand to bend his knees. Slowly place him in chair.

3.41.2.3 If child naturally bends his knees, but is still unsure of himself, have him grasp your hands and guide him into chair.

3.41.2.4 A child could also grasp the arms of the chair as he bends his legs to add to the support.

.1.2.5 If the child cannot walk, but can sit alone, and stand with maximum support, position him by chair, repeat cue "Sit". Bend knees if there is no response and guide slowly into chair.

3.41.3 Child sits in small chair with no assistance.

3.41.3.1 When you have child approach chair, repeat cue "Sit" - or when you position child next to chair

3.41.3.2 Assist only if necessary and remind child to hold on to arms of chair to support self.

3.41.3.3 Reinforce child by clapping, hugging or a favorite treat if he accomplishes this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.42

PROFILE ITEM:

Sits on toilet or "potty."

BEHAVIORAL DEFINITION:

During toilet training, will be able to sit on potty chair by himself or on toilet with assistance.

CUE/S:

"Sit."

MEASUREMENT CRITERIA:

Will sit on potty chair, upon request.

MATERIALS NEEDED:

Potty chair.

BEHAVIORAL OBUECTIVES AND STRATEGIES:

3.42.1 Child is introduced to potty chair.

3.42.1.1 Record the time/s of day a child most often has bowel movements. Anticipate eliminations by 10-15 minutes. Position child in front of potty chair cueing with, "Sit."

3.42.1.2 Bend the child's legs and guide slowly into potty chair. Repeat the cue, "Sit."

3.42.1.3 If potty chair is not used, raise child onto adult stool. A child's toilet seat with arms and back can be attached. As child becomes use to this position, the back and arms can be removed.

3.42.1.4 Reassure child at all times that he will not fall.

3.42.2 Child sits on potty chair alone and on toilet with assistance.

3.42.2.1 When child expresses an urge to go to the bathroom, or you are taking him at certain intervals, place him in front of stool and repeat cue, "Sit."

3.42.2.2 Repeat cue again when placing child on adult toilet and holding child in place.

3.42.2.3 Show how pleased you are for child sitting on potty by himself. Tell him what a "Big boy" he is for sitting alone.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.43

PROFILE ITEM:

Asks for food, toilet, drink.

BEHAVIORAL DEFINITION:

Will be able to use vocalizations in asking for drink, toilet and food.

CUE/S:

"Potty", "Drink", "Food"

MEASUREMENT CRITERIA:

Appropriate word verbalized.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.43.1 Child will associate words with gestures that he uses.

3.43.1.1 Watch child during the day. If he points to the refrigerator, say "Hungry?", "Food?". Repeat vocalizations when child points to something during a meal. "Potatoes?", "Milk?".

3.43.1.2 Repeat vocalizations when child points to water faucet, or hands you an empty cup. Cue with "Drink?" "Thirsty?" - "Say drink".

3.43.1.3 If child holds himself, or drags potty chair to you, cue with "Potty?" - "Say potty".

3.43.1.4 Repeat vocalizations every time child makes one of these gestures. Try to encourage vocalizations.

3.43.2 Child asks for food, toilet or drink.

3.43.2.1 When child nudges you and points to empty cup or faucet, repeat "Thirsty?" - "Say drink".

3.43.2.2 Withhold drink until child makes a close approximation to the word, drink.

3.43.2.3 When he does, reinforce with hugs and his drink of water.

3.43.2.4 Repeat reinforcement if child will vocalize approximate vocalizations for food or toilet.

3.43.2.5 If child makes an approximation for a word, reinforce with praise and repeat the word so that they can hear it correctly.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.44

PROFILE ITEM:

Holds own cup to lips and drinks.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Drink"

MEASUREMENT CRITERIA:

Will hold own cup and bring to lips and drink upon verbal request.

MATERIALS NEEDED:

Cup, liquid.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.44.1 Child attends to adult demonstration.

3.44.1.1 Position child in front of you in high chair.

3.44.1.2 Draw child's attention to cup by pointing or tapping cup.

3.44.1.3 Take cup, say cue "Drink" - bring cup slowly to lips and repeat cue "Drink". Show satisfaction on your face.

3.44.1.4 Go through the same procedure with the child holding the cup and you guiding it to his lips. Repeat the cue "Drink". A two-handed cup could be used for easier handling.

3.44.2 Child holds own cup to lips and drinks with assistance and verbal cue.

3.44.2.1 Position child in front of you in high chair.

3.44.2.2 Once he has grasped cup ofter you have handed it to him, repeat the cue "Drink".

3.44.2.3 If there is no response, put your hand around his and guide cup to lips, repeating cue "Drink".

3.44.3 Child holds own cup to lips and drinks with no assistance.

3.44.3.1 Make sure cup is only partially full when teaching this task. A transparent cup could be used so that child could see the liquid.

3.44.3.2 When child grasps for cup, repeat the cue "Drink".

3.44.3.3 Reinforce the child by praising him or giving him more milk.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.45

PROFILE ITEM:

Hands cup back to adult.

BEHAVIORAL DEFINITION:

After obtaining liquid from cup, will hand cup back to adult.

CUE/S:

"Give", "Give me".

MEASUREMENT CRITERIA:

Will hand cup back to adult

MATERIALS NEEDED:

Cup

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.45.1 Hands cup back to adult with assistance and verbal cue.

3.45.1.1 After child has put cup back down on tray, say to child "Give me cup"

3.45.1.2 If there is no response, grasp child's hand around cup and guide to yourself, repeating cue "Give me cup".

3.45.1.3 Thank child and be pleased that he cooperated.

3.45.2 Hands cup back to adult with no assistance.

3.45.2.1 If child expresses that he wants more milk or begins to bang his cup on the tray, repeat cue "Give me cup".

3.45.2.2 Be delighted with his response and fill his cup immediately for his reward.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.46

PROFILE ITEM:

Puts on simple garment.

BEHAVIORAL DEFINITION:

Child will be able to put on simple garment, such as a wrap-around scarf.

CUE/S:

"Wrap"

MEASUREMENT CRITERIA:

Upon request, child will wrap scarf around neck.

MATERIALS NEEDED:

Long scarf.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.46.1 Child attends to adult demonstration.

3.46.1.1 Position yourself and child in front of mirror. Tap mirror to gain child's attention.

3.46.1.2 Take scarf and put around neck, letting the two ends hang at side. Pick up one end with one hand and cue with "Wrap", while tossing one end to opposite side of shoulder. Repeat cue and toss the other end to the other side.

3.46.1.3 Stand behind child and put scarf around child's neck, letting the ends hang down in front of child. Take one end of scarf and repeat "Wrap" while wrapping one end over opposite shoulder. Repeat cue "Wrap" with other end of scarf.

3.46.2 Child puts on simple garment with assistance and verbal cues.

3.46.2.1 Position yourself and child in front of mirror.

3.46.2.2 Stand behind child and put scarf around his neck with the ends hanging down in front. Cue with "Wrap".

3.46.2.3 If there is no response, take his hand in yours and grasp the end of the scarf and toss over opposite shoulder, repeating cue "Wrap". Repeat sequence with other end of scarf.

3.46.2.4 Reinforce child with a hug when he cooperates with this task.

3.46.3 Child puts on simple garment with verbal cues.

3.46.3.1 Put scarf around child's neck and cue with "Wrap".

3.46.3.2 Reinforce child with a hug and praise.

3.46.3.3 Allow child extra time for completing this task, even though you may be able to do it faster.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.47

PROFILE ITEM:

Zips, and unzips, large zipper.

BEHAVIORAL DEFINITION:

Zips and unzips large zipper, when placed in track.

CUE/S:

"Pull" "Zip down" "Zip up"

MEASUREMENT CRITERIA:

Will zip and unzip zipper, upon request.

MATERIALS NEEDED:

Zipper sewn on cardboard, Zipper sewn on cloth, Articles of clothing with zipper.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.47.1 Child attends to adult demonstration.

3.47.1.1 Place yourself in front of child with a large zipper sewn on a piece of cardboard.

3.47.1.2 With one hand holding top of cardboard, and thumb and forefinger of other hand grasp tab of zipper and cue with "pull", pulling zipper down slowly

3.47.1.3 Take child's hand and place on tab of zipper and hold cardboard. Repeat cue "Pull", pulling zipper down slowly.

3.47.1.4 A string can be tied through the hole, making pulling the zipper easier.

3.47.2 Upon request, child will zip and unzip large zipper, with assistance.

3.47.2.1 Hand child zipper on cardboard and say "Pull".

3.47.2.2 If there is no response, take the child's hand and pull zipper down, repeating cue "Pull". Repeat, pulling zipper up also, making sure child's other hand is supporting cardboard.

3.47.2.3 Move on to a more difficult item such as zippers sewn on cloth, or in articles of clothing. Remind child that holding article at top to unzip zipper, or article at bottom to zip up zipper, makes zipping easier

3.47.2.4 Praise child for cooperating in such a task.

3.47.3 Upon request, child zips and unzips zippers with no assistance.

3.47.3.1 Hand child zipper on cardboard or cloth and repeat cue "Pull".

3.47.3.2 Reinforce his positive behavior by hugging, etc..

3.47.3.3 For smaller zippers used in the child's clothing, unzip halfway for child and repeat cue to child to unzip, or zip up, the rest of the way. Encourage such behavior in dressing or putting on coat

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.48

PROFILE ITEM:

Uses spoon, appropriately.

BEHAVIORAL DEFINITION:

Child will be able to use spoon with very little spilling.

CUE/S:

"Eat" "Spoon"

MEASUREMENT CRITERIA:

Upon request, child will use spoon during feeding sessions.

MATERIALS NEEDED:

Spoon -- pudding, etc..

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.48.1 Child uses spoon with assistance and verbal cues.

3.48.1.1 If possible, use a dish with a suction cup on the bottom for easier handling.

3.48.1.2 Place spoon beside dish of mashed potatoes or vegetables, and cue with "Eat".

3.48.1.3 If there is no response, place spoon in child's hand, guiding spoon into potatoes and put to mouth, repeating cue "Eat".

3.48.1.4 Repeat sequence, letting child use spoon alone, on one bite and you assist on another bite. Hold dish for child if it seems to slip around on tray. If child puts spoon in mouth and begins to play with spoon, take his hand and put on spoon, dipping back into food, repeating cue "Eat".

3.48.2 Child uses spoon, appropriately.

3.48.2.1 If possible, let child have a small sized spoon of his own. One with a curved handle is very good to use.

3.48.2.2 Try and use a spoon at every meal, repeating cue.

3.48.2.3 If child begins eating with his fingers, ignore this behavior and place spoon back in his hand, cuing with "Spoon". Dip spoon into food and bring to mouth, repeating cue "Eat".

3.48.2.4 Reinforce child with praise, or a dish of ice cream, or food.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.49

PROFILE ITEM:

Helps with simple household tasks. (Ex: dusting)

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Wipe" "Pick up"

MEASUREMENT CRITERIA:

Upon request or in imitation of adult, child will help with simple household tasks.

MATERIALS NEEDED:

Dust cloth, cleaning spray (optional)

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.49.1 Child attends to adult demonstration.

3.49.1.1 When doing day-to-day domestic activities, explain to your child what you are doing, and how nice things look once you are through.

3.49.1.2 For example, while dusting, take child's hand and run it across the dust. Draw his attention to his dusty finger. Take dusting cloth and cue with "Wipe", dusting table off. Again run child's finger across the clean table and comment how clean the table is.

3.49.1.3 Demonstrate with other simple tasks such as picking up toys. Pick up toy and cue with "Pick up" and put toy into toy box or other designated place.

PROFILE NUMBER 3.49 CONTINUED

3.49.2 Child helps with simple household tasks with verbal cues.

3.49.2.1 Take time to include your child in your housework.

3.49.2.2 Remove all articles from a table or television when letting child dust for you.

3.49.2.3 If cleaning spray is used, spray on for child and hand dust cloth to child and repeat cue "Wipe".

3.49.2.4 If there is no response, take his hand and guide it over the table.

3.49.2.5 Repeat the above sequence with child picking up his own toys using cue "Pick up".

3.49.2.6 Let child pace himself, even though you can get the job done more quickly.

3.49.2.7 Praise child for being such a big help to you.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.50

PROFILE ITEM:

Separates from mother readily.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Let's play a game" "Same time"

MEASUREMENT CRITERIA:

Child will be able to separate from mother for short periods of time.

MATERIALS NEEDED:

M & M's, clock.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.50.1 Child separates from mother for short periods of time.

3.50.1.1 If child has not been separated from mother until now, it is best to leave child for a short time only.

3.50.1.2 If possible, leave child with an older sibling or father and go to neighbors for a few minutes.

3.50.1.3 Take your child aside and tell him that you are going to the neighbors for a few minutes and that you'll be right back.

3.50.1.4 Make sure you only stay a few minutes. Time is a very hard thing for a child to understand. If your few minutes stretches into a few hours, your child will become impatient and will justifiably misunderstand the meaning of a few minutes.

3.50.1.5 You can also make a paper clock and put it under the real clock. Show child that you will position the hands on the paper clock for your return. When the real hands match the hands on the paper clock you will be home.

3.50.1.6 Increase the amount of time you leave child each time you go. Leave child with family members only.

3.50.1.7 Each time you return praise child for being such a "Big girl" or "Big boy."

3.50.1.8 If child puts up a big struggle when you leave, reassure him you'll only be gone a short time and leave. A child may be testing his limits with you. If you stay, it will only reinforce child to put up a struggle for next time you decide to leave.

3.50.1.9 Ask child if he would like to play a new game, cue, "Let's play a game." Point to both the paper clock and real clock. Tell child you will return when both are the same. Cue, "Same time." Smile and act pleasant as though you and child have discovered new conspiratorial game.

3.50.2 Child separates from mother readily.

3.50.2.1 If leaving child with sitter, invite sitter over in the afternoon if possible or an hour before you decide to leave so the two can become acquainted. Tell your child that the sitter will be staying with him while you leave for awhile.

3.50.2.2 Stay only a couple of hours at first. If possible, go and come back before the child goes to bed. Set the hands on the paper clock for the child to watch.

3.50.2.3 A surprise bag could be made for child. Take a bright colored bag and put a book, colors, paper, or other simple items in the bag. When you leave, give child surprise bag to play with while you're gone.

3.50.2.4 If child was good while you were gone reinforce this behavior by promising child to take him to the park or other place of interest.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER: 3.51

PROFILE ITEM:

Remembers where objects belong.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Put away"

MEASUREMENT CRITERIA:

Child will be able to find or put a familiar object in its place, when asked.

MATERIALS NEEDED:

Object or toy

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.51.1 Child attends to adult demonstration.

3.51.1.1 While doing your daily domestic chores, include your child in your activity.

3.51.1.2 For instance, while straightening up the house, show your child that the pillow belongs here, and that toys or magazines belong there. Place object in its place, and cue with "Put away". Place object in child's hand and guide to correct place.

3.51.1.3 Simple puzzles or dressing a doll could be used to help child develop the concept that certain things belong in certain places.

3.51.1.4 Repeat above sequence with child until he has been exposed to where a few simple items belong.

3.51.2 Child puts things where they belong, with assistance and verbal cues.

3.51.2.1 Hand child a toy and cue with "Put away".

3.51.2.2 If there is no response, place toy in child's hand and guide toy to the toy box, or area where toys belong. Cue with "Belongs here".

3.51.2.3 Repeat with other familiar items.

3.51.2.4 Reinforce child with praise for being such a big helper to you.

3.51.2.5 Repeat sequence until child has become very familiar where things belong, before expecting him to remember.

3.51.3 Child remembers where things belong.

3.51.3.1 Hand child a familiar item and cue with "Put away".

3.51.3.2 Be consistent with where an item belongs so as not to confuse the child. Do not scold if child does not put an item away exactly right.

3.51.3.3 Reinforce child with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.52

PROFILE ITEM:

Unwraps coverings.

BEHAVIORAL DEFINITION:

The child will realize with verbal cue that an item must be unwrapped or peeled before it can be eaten or used. Simple items such as twisted candy wrappers and banannas should be used.

CUE/S:

"Peel" "Unwrap"

MEASUREMENT CRITERIA:

Will unwrap or peel covering upon request.

MATERIALS NEEDED:

Candy, packages, bananna.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.52.1 Child attends to adult demonstration.

3.52.1.1 Position child in front of you.

3.52.1.2 Take a piece of twisted wrapped candy and cue with "Unwrap", while you unwrap the candy.

3.52.1.3 Repeat the above demonstration with other wrapped items such as packages or meats that come wrapped from the grocer.

3.52.1.4 Peel a bananna in front of child and cue with "Peel".

3.52.2 Child unwraps or peels covering with assistance and verbal cues.

3.52.2.1 Stand behind child and reach over his shoulders and hand him a piece of twisted wrapped candy. Cue with "Unwrap".

3.52.2.2 If there is no response, take child's hand and help him unwrap the candy.

3.52.2.3 Use the candy as a reinforcer for being such a big helper.

3.52.2.4 Position yourself the same way as above to peel a banana. Hand child a banana and cue with "Peel".

3.52.2.5 If there is no response, take his hand and help him peel the banana.

3.52.2.6 Use the banana as a reinforcer if the child likes them.

3.52.3 Child unwraps coverings on request.

3.52.3.1 Start with simple items first before progressing to more difficult items such as suckers in cellophane or oranges.

3.52.3.2 If a child becomes frustrated, unwrap or peel part way and let child finish.

3.52.3.3 Reinforce his behavior by hugging or giving a snack item.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.53

PROFILE ITEM:

If unfastened - can remove coat

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Coat off" "Off"

MEASUREMENT CRITERIA:

Will take off coat upon verbal request.

MATERIALS NEEDED:

Adult coat, child's coat, mirror

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.53.1 Child attends to adult demonstration.

3.53.1 1 Position yourself and child in front of mirror with coat on, unfastened.

3.53 1 2 Place hands on each side of open coat. Throw shoulders back and pull coat down over shoulders. Cue with "Coat off". Take hand and pull sleeve down over opposite arm. Repeat, using free hand on other arm.

3.53 1 3 Repeat the above steps with child's coat on. An oversized coat could be used at first for the child to practice with.

3.53.2 Child removes coat with only one arm in, coat over shoulders.

3.53.2 1 Position yourself behind child, who is in front of mirror.

3 53 2.2 Put child's coat down over shoulders, and remove arm. Cue with "Coat off". Repeat cue "Coat off" to child.

3.53.2.3 Repeat sequence until child does this task on his own.

3.53.2.4 Reinforce child with praise each time he accomplishes this task.

3.53.3 Child removes coat with both arms in and coat down over shoulders.

3.53.3.1 Position yourself behind child who is in front of mirror.

3.53.3.2 With both arms in coat, assist child in getting coat over shoulders. Repeat cue "Coat off".

3.53.3.3 If there is no response, guide child's hands in taking each arm out of sleeve repeating cue "Coat off".

3.53.3.4 Repeat the above sequence until the child can do this satisfactorily before going on. The first objective may have to be repeated again, if the child does not respond or becomes frustrated with this task.

3.53.3.5 Reinforce child with praise each time he accomplishes this task.

3.53.4 Child removes coat from shoulders and pulls arms through sleeves.

3.53.4.1 Position yourself behind child who is in front of mirror.

3.53.4.2 Unfasten his coat and cue with "Coat off".

3.53.4.3 If there is no response, take his hands, open coat, throw back over shoulders, repeating cue "Coat off". Slip coat past one arm and then the other.

3.53.4.4 Repeat the above simplifying objectives if child becomes frustrated at this task.

3.53.4.5 Reinforce child by saying what a "big boy" or "big girl" they are for taking off their own coat.

3.53.4.6 Be patient with the different steps and allow extra time in order for the child to do these tasks himself.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.54

PROFILE ITEM:

If unfastened, can remove pants.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Pants off" "Off"

MEASUREMENT CRITERIA:

Will take pants off, upon verbal cue.

MATERIALS NEEDED:

Pair of pants. Oversize pair of pants for adult demonstrator.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.54.1 Child attends to adult demonstration.

3.54.1.1 Position yourself beside child in front of mirror with pants on, unfastened.

3.54.1.2 Place hands on each side of pants and pull down to ankles, and cue with "Pants off". Hold pants down at ankles and step one foot out, then the other.

3.54.1.3 Repeat the above steps on child. repeating cue "Pants off". Oversized pants could be used on child for easier handling.

3.54.1.4 Optional: Unfasten child's pants, pull down over legs to ankles, repeating cue "Pants off". Have child sit on floor and slip one leg out of one pant leg, then the other.

3.54.2 Child pulls pants down to ankles

3.54.2.1 Position yourself behind child, and in front of mirror, with pants on.

3.54.2.2 Unfasten his pants and put his hands on both sides and repeat cue "Pants off".

3.54.2.3 If there is no response, take his hands and guide his pants down over his legs to his ankles.

3.54.2.4 Reinforce child with praise for cooperating = or for doing this task on his own.

3.54.2.5 Repeat the above sequence until child pulls his pants down his legs with ease.

3.54.3 Child steps out of pant legs or sits and pulls pant legs off.

3.54.3.1 Position yourself behind child who is in front of mirror.

3.54.3.2 Unfasten his pants and repeat cue "Pants off".

3.54.3.3 If child becomes frustrated when taking legs out, assist him. Hold pants down by ankles, have him hold on to you for support, and lift his legs out; or, have him sit down on floor and take his hand to guide one leg out at a time.

3.54.3.4 Reinforce child with praise for cooperating, or for doing this task on his own.

3.54.3.5 Repeat the above sequence until child takes his pants off with ease.

3.54.3.6 This is a very difficult task for a child. Be patient and allow a child extra time to go at his own pace to complete this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.55

PROFILE ITEM:

Puts on shoes with assistance.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Shoe on" "on"

MEASUREMENT CRITERIA:

On cue, will put shoes on with assistance.

MATERIALS NEEDED:

Oversized shoe, correct sized shoe, shoe horn.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.55.1 Child puts on oversized shoe with heel just started in.

3.55.1.1 With child sitting on floor, place oversized shoe on child's foot. Position heel half-way in. Guide child's foot in slowly, using cue "Shoe on" - "Shoe on".

3.55.1.2 Replace shoe with heel half way in. Place child's hand on heel of shoe and hold in place. With adult's hand on child's, slip shoe on slowly repeating cue "Shoe on".

3.55.1.3 Replace shoe with heel half way in. Place child's hand on heel, and with no guidance, repeat cue "Shoe on".

3.55.1.4 Repeat entire sequence until child has mastered this, giving hugs and reassuring smiles for doing this task.

3.55.2 Child puts on correct size shoe with heel just started in - finger in back with assistance.

3.55.2.1 With child sitting on floor, place correct size shoe on child's foot. Position heel half-way in with finger or shoe horn in back. Guide shoe on slowly, repeating cue,"Shoe on".

3.55.2.2 Replace shoe with heel half-way in. Place child's finger in heel and his other hand on heel. With adult hand on child's slip shoe on slowly repeating cue "Shoe on".

3.55.2.3 Reinforce child with praise and hugs for cooperating with you.

3.55.3 Child puts on shoe with heel all the way out; finger in back and with assistance.

3.55.3.1 With child sitting down, place correct size shoe on child's foot. Position the heel all the way out. With finger or shoe horn in back, guide shoe on slowly, repeating cue "Shoe on".

3.55.3.2 Replace shoe with heel all the way out. Place child's finger in heel and his other hand on heel. With adult's hand on child's slip shoe on slowly, repeating cue "Shoe on".

3.55.3.3 Remind child what a "big boy" he is for helping you.

3.55.4 Child puts on shoes with toes halfway in; finger in back and with assistance.

3.55.4.1 With child sitting down, place correct size shoe on child's foot. Position the toes halfway in. With finger or shoe horn in back, guide shoe slowly on foot, repeating cue, "Shoe on".

3.55.4.2 Replace shoe with toes halfway in. Place child's finger in heel and his other hand on heel. With adult's hand on child's slip shoe on slowly repeating cue "Shoe on".

3.55.4.3 Give appropriate reinforcement for child helping.

3.55.4.4 Adult may have to place shoe horn or finger in back at all times, if this is frustrating for child. Having a child stand and apply pressure once the toes are sliding into shoe may be helpful in getting the foot all the way in.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.56

PROFILE ITEM:

Longer periods between eliminations.

BEHAVIORAL DEFINITION:

Child remains dry or unsoiled for increasingly longer specified periods of time.

CUE/S:

"Bathroom" "Potty chair" "Potty" "Toilet" "Sit" "Go potty"

MEASUREMENT CRITERIA:

Child eliminates in proper place.

MATERIALS NEEDED:

Potty chair, child size toilet seat.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.56.1 Record number of times per day child wets or soils. Observe elimination pattern and determine critical periods.

3.56.1.1 Once a pattern has been established, anticipate "Accidents" and direct child to "Bathroom", "Potty", and "Sit" before such an occurrence - while he is still dry or clean.

3.56.1.2 Use wetting doll, cue, "Potty." Place doll on child's potty chair, cue, "Sit." Converse casually with child about the doll wanting to "Go potty." Give doll drink, pretend you're listening very carefully. Remove doll and look in potty chair. Show child the doll went potty. Say, "Good doll", caress doll for being good and let child pat doll while you continue to comment, "Good boy" or "Good girl" to doll.

3.56.1.3 Place child on potty chair. Use appropriate cues, "Potty", "Sit." Give him a sip of water. Turn on tap water. Repeat sequence used with doll. If child sits on adult stool, adjust a child size seat - one preferably with arm and back support.

3.56.2 Child has longer periods between elimination.

3.56.2.1 If accidents occur treat the incident calmly. Check child often, when you are relative certain you will find him dry, and reinforce with praise, "Good boy", "Dry." Encourage child to feel own pants and say, "Dry." Once you have started the program keep child in training pants.

3.56.2.2 Slowly increase intervals between "Fun" potty times.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.57

PROFILE ITEM:

Helps put things away.

BEHAVIORAL DEFINITION:

Will help parent put simple items away.

CUE/S:

"Put away" "Put here"

MEASUREMENT CRITERIA:

Will help parent upon request.

MATERIALS NEEDED:

Toy or article to be put away.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.57.1 Child helps put things away with assistance and verbal cue.

3.57.1.1 While doing your daily domestic chores, include child in your activity.

3.57.1.2 While clearing off the dinner table, hand child used paper napkins, and walk to trash basket with cue "Put here". Then put trash in the basket.

3.57.1.3 Repeat sequence with other daily chores, such as putting laundry in dryer, or handing laundry to you to hang up or put toys or magazines away.

3.57.1.4 Give appropriate cue "Put toys away" and guide child's hand to where you want things placed.

3.57.2 Child helps put things away, upon verbal request.

3.57.2.1 While putting away simple items, hand to child and direct to where you want it placed.

3.57.2.2 Give assistance if necessary. However, these tasks should be as simple as possible, so that the child does not become frustrated.

3.57.2.3 Praise child for being such a big helper to you.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.58

PROFILE ITEM:

Carries breakable objects.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Hold carefully."

MEASUREMENT CRITERIA:

Will carry breakable objects upon request.

MATERIALS NEEDED:

Small breakable ashtrays, pop bottles.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.58.1 Child attends to adult demonstration.

3.58.1.1 While dusting or straightening up the house, explain to child that a certain object is breakable and that you have to be careful how you carry it because it might hurt or cut child if broken.

3.58.1.2 While clearing a table to dust, take breakable object with two hands and cue with, "Hold carefully." Place object in safe place.

3.58.1.3 Point out different objects in your home that are breakable and encourage child to tell you to help him carry these breakable items.

3.58.2 Child carries breakable object with assistance and verbal cue.

3.58.2.1 While dusting, remove a breakable object from the table and hand to child repeating cue, "Hold carefully."

3.58.2.2 Put your hands over his and carry the object to a safe place while you dust.

3.58.2.3 Reinforce child by saying what a big helper he is for helping you.

3.58.3 Child carries breakable object with verbal cue only.

3.58.3.1 While dusting, hand child breakable object and repeat cue, "Hold carefully." Direct child as to where you want item placed.

3.58.3.2 Repeat the above cue with other items such as soda bottles that are breakable, but more durable, or an empty jar of jelly to be thrown in the trash.

3.58.3.3 Do not let child handle items that are too valuable to you. However, since children are naturally curious, a few items could be left out to teach the value of someone else's property.

3.58.3.4 Reinforce child with praise for being such a "big boy" or "big girl" in being so careful.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.59

PROFILE ITEM:

Verbalizes toilet needs in time.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Toilet?", "Potty?"

MEASUREMENT CRITERIA:

Will tell parent toilet needs.

MATERIALS NEEDED

Potty chair, child size toilet seat.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.59.1 Adult will associate appropriate word to child's gestures.

3.59.1.1 When you have charted a regularity or some kind of pattern of your child's toilet needs, just before this time cue with, "Toilet?", "Potty?"

3.59.1.2 Place child on potty and repeat cue. Tell child to tell you when he has to go to the toilet.

3.59.1.3 Repeat cue if child holds himself or points to potty chair or toilet.

3.59.1.4 Select the correct word you wish your family to use and use it consistently so not to confuse the child.

3.59.2 Child verbalizes toilet needs in time.

3.59.2.1 Set up a chart for your child. If he tells you in time let him put a mark or a smiley face on the chart. Decide what is reinforcing for your child. At first, a treat would have to be administered after the first time he verbalizes his needs, then every other time and so on until the treat is faded out. However, praise should always be included everytime.

3.59.2.2 Do not scold child if he tells you too late or not at all.

3.59.2.3 If child is wet too often, re-establish a regularity chart and repeat above procedures.

THE MARSHALLTOWN PROJECT

PROFILE ITEM 3.60

PROFILE ITEM:

Begins dressing self with assistance.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Leg in", "Pull up", "Arm in", "Pull down."

MEASUREMENT CRITERIA:

Will cooperate in dressing upon verbal request.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.60.1 Child attends to adult demonstration.

3.60.1.1 Place yourself in front of child and have him sit down on the edge of a chair or bed.

3.60.1.2 Gather one pant leg up and slip over child's foot cueing with, "Leg in." Repeat cue putting gathered pant leg onto other foot.

3.60.1.3 Have child stand up, cueing with "Pull", pulling pant legs up over hips.

3.60.2 Child puts on pants with assistance and verbal cues.

3.60.2.1 Position child on the edge of a chair or bed.

3.60.2.2 Gather one pant leg, position on foot and place child's hands on pant leg, cueing with, "Leg in."

3.60.2.3 If there is no response, take his hands in yours and pull pant on to leg, repeating cue.

3.60.2.4 Repeat sequence with other pant leg.

3.60.2.5 Have child stand up and put his hands on each side of the pants cueing with, "Pull."

3.60.2.6 If there is no response, take his hands and pull pants up over hips repeating cue.

3.60.2.7 Reinforce child with praise for being such a big helper.

PROFILE ITEM 3.60 CONTINUED

3.60.3 Child attends to adult demonstration on how to put on a shirt.

3.60.3.1 Position child in front of you.

3.60.3.2 Lay pull over shirt face down on bed. Grasp the ends of the shirt and gather up to arms, cueing with, "Arm in." Proceed to put child's arm in sleeve. Repeat cue putting gathered shirt onto other arm.

3.64.3.3 Put shirt up and over head cueing with, "Pull down", putting hands at the bottom of the shirt and pulling down.

3.64.3.4 If putting on a button down shirt, hold the shirt above left sleeve with right hand, cueing with, "Arm in," pull left arm in and up over left shoulder. Repeat step and cue while putting right arm in sleeve and pulling over right shoulder. Button or snap up shirt for child.

3.60.4 Child puts on shirt with assistance and verbal cues.

3.60.4.1 Position child in front of you.

3.60.4.2 Lay pull over shirt front side down on bed. A marking or piece of cloth could be sewn in the back of each garment. Take childs hands and put between shirt and gather up to shirt sleeves, cueing with, "Arm in", guide child's arm into sleeve. Repeat cue with other arm.

3.60.4.3 Put shirt up and over child's head, putting his hands at the bottom of the shirt. Cue with, "Pull down." If there is no response, help child pull shirt down over head.

3.60.4.4 If putting on a button down shirt, take child's right hand and hold shirt above left sleeve. Cue with, "Arm in", assist child in putting his left arm in sleeve and up over left shoulder. Repeat step and cue while assisting child to put right arm in sleeve and up over right shoulder.

3.60.4.5 Reinforce child with praise for assisting.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.61

PROFILE ITEM:

Indulges in simple "Make believe" activities, plays house.

BEHAVIORAL DEFINITION:

Plays house, cowboys and other "Make believe" activities.

CUE/S:

MEASUREMENT CRITERIA:

Child will indulge in simple "Make believe" activities when stimulated.

MATERIALS NEEDED

Play dough, old dress up clothes, records

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.61.1 Adult sets the stage for "Make believe" activities.

3.61.1.1 Encourage child to indulge in "Make believe" activities by setting up different situations for parent-child role and imitative play. For instance, have child listen to unusual music or sound effect records. Mimic sound's or describe a scene and act out. Encourage child to imitate you.

3.61.1.2 Let child "Dress up" in old clothes. Role-play various family situations. Example: "Let's play house." Describe scene of family at dinner time. Let child be the father or mother and you the child. Submit family problems to child so that he as "Parent" can make decisions.

3.61.2 Child indulges in simple "Make believe" activities.

3.61.2.1 Have child invite a friend in to play. Give child an old suitcase with dress-up clothes to wear.

3.61.2.2 If children become bored with this activity, play a marching sound on the record player and give children two lids, from pots, to use as marching hats.

3.61.2.3 Make sure clay, paints, sandbox and other materials are available for for children to play with.

3.61.2.4 Allow children some privacy and check in on them once and awhile to reinforce their good behavior and to serve snacks.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.62

PROFILE ITEM:

Asks to do things by self (though may not be able to).

BEHAVIORAL DEFINITION:

Child will come to parent and ask to do things by self.

CUE/S:

"Waht to help?" "This is fun" "May I?" "It's my turn" "It's your turn"

MEASUREMENT CRITERIA:

Asks to help or independently perform

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.62.1 Parent encourages child to assist in household activities.

3.62.1.1 While mixing a cake, let child assist by putting flour, sugar, and other ingredients into mixture.

3.62.1.2 Allow child to help when putting laundry into machine and sorting dry clothes. Cleaning is another area in which a child may help

3.62.1.3 Begin taking turns. Example; when sorting clothes, say, "It's my turn." Pick up article of clothing and place in to one of two piles. Tell child, "It's your turn." If he does not respond appropriately guide him through process. Comment often, "This is fun." Transition to Simple Simon "Game." After saying, "It's my turn" follow with, "May I?" Encourage child to follow same sequence.

3.62.2 Child asks parent to do things by self.

3.62.2.1 While painting or sewing, or cleaning child asks you if he can do it by himself. Reinforce his behavior for asking you first If the task is too difficult for child to do alone, let him help on a smaller scale. Stirring paint, holding thread and dusting could be things that child could do himself.

3.62.2.2 Set up a situation where you know child will succeed. Clear all items off tables and television set and begin to dust. If child verbalizes to you that he wants to help ask child, "What do you say?"

3.62.2.3 If he says, "May I?" or "May I help?" hand child dust cloth and let him go at his own pace. Do not let child dust unless he asks to help even if he has to repeat the question after you.

3.62.2.3 Reinforce child with praise for asking to do something. Remind him if he asks to do something you will be able to help him if it is too difficult or give him permission to do it by himself.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.63

PROFILE ITEM:

Greets without cues.

BEHAVIORAL DEFINITION:

Greets without verbal cues.

CUE/S:

"Waving, smiling."

MEASUREMENT CRITERIA:

Greets someone when the situation arises.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.63.1 Child greets with verbal cues.

3.63.1.1 Position child and yourself in front of mirror.

3.63.1.2 Get child's attention by tapping on mirror.

3.63.1.3 Wave into mirror saying, "Hi."

3.63.1.4 Take child's hand and wave into mirror, saying, "Hi." Repeat for "Bye-bye."

3.63.1.5 Repeat sequence as often as necessary in mirror or meeting new people. "Say Hi", is a good verbal cue for the child to respond to.

3.63.2 Child greets with no verbal cues given.

3.63.2.1 Parent becomes model for child by greeting a member of the family or friend immediately upon meeting them. This may be just enough to cue your child to say, "Hi" with no encouragement from you.

3.63.2.2 Reinforce child by hugging and clapping if he greets someone with no encouragement from you.

THE MARSHALLTOWN PROJECT

PROFILE ITEM 3.64

PROFILE ITEM:

Shows courtesy with no cues given.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Please. Thank you. Excuse me."

MEASUREMENT CRITERIA:

Shows courtesy when the situation arises.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.64.1 Child attends to adult model.

3.64.1.1 Courtesy is contagious and should always be used in the home if child is to model adult behavior.

3.64.1.2 When speaking with your child, don't give out an order, but say "Please" before and "Thank you" once a job is completed.

3.64.1.3 Explain the importance of "Please", "Thank you", "Excuse me" and when to employ them.

3.64.2 Child learns courtesy through structured situations and verbal cues.

3.64.2.1 Tell your child, "Hand me the ball please" and when he does that say, "Thank you for handing me the ball."

3.64.2.2 Reverse the situation and have your child ask for the ball. Hand the ball to the child and cue with, "Say please."

3.64.2.3 Withhold ball until child repeats courtesy word. Reward with praise and hugs if he repeats word and hand him the ball.

PROFILE ITEM 3.64 CONTINUED

3.64.3 Child shows courtesy with no verbal cues given.

3.64.3.1 When a situation arises that a verbal courtesy is good to use, just looking at child and withholding object for a second may be just enough cue for child to say "Please" with no verbal cue given.

3.64.3.2 Don't scold if child does not show courtesy at all times. It is a learned thing and a child must be aware of its use at all times before they can model the behavior.

3.64.3.3 Praise your child for being such a "Big boy" or "Big girl" in using these terms.

THE MARSHALLTOWN PROJECT

PROFILE ITEM 3.65

PROFILE ITEM:

Dries hands without help.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Dry hands", "Dry."

MEASUREMENT CRITERIA:

Will dry hands upon verbal request.

MATERIALS NEEDED:

Towels.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.65.1 Child attends to adult demonstration.

3.65.1.1 Position yourself and child in front of bathroom sink. If child is too unsteady on stepping stool, have him sit on chair.

3.65.1.2 When you have finished washing your hands, pick up towel and cue with, "Dry hands" while rubbing towels over palms and between fingers.

3.65.1.3 Repeat hand washing sequence with child. Take towel and rubbing towel through his hands repeat cue, "Dry hands."

3.65.1.4 Show child in mirror how nice his hands look and that the water is all gone.

3.65.2 Child dries hand with assistance and verbal cues.

3.65.2.1 Position child and yourself in front of bathroom sink.

3.65.2.2 Once the washing sequence has been completed, hand child a towel and cue with, "Dry hands."

3.65.2.3 If there is no response take child's hand and assist in rubbing towel over child's palms and through his fingers.

3.65.2.4 Praise child for assisting you in this task.

3.65.3 Child dries hands with verbal cues only.

3.65.3.1 Make sure towel is within reach of child. A towel with a ring sewn through it can be easier to hang up on a nail. Paper towels can also be used.

3.65.3.2 This task can be practiced several times a day, washing hands after toileting, before meals and getting out of the bathtub. Make it a point that the child dry his own hands.

3.65.3.3 Don't be impatient if child does not dry hands thoroughly, but reinforce child with praise for being such a big helper.

THE MA[illegible]TOWN PROJECT

PROFILE NUMBER 3 66

PROFILE ITEM

Child helps while being bathed

BEHAVIORAL DEFINITION:

Same as above

CUE/S.

"Wash "

MEASUREMENT CRITERIA:

Child will help while being bathed upon request

MATERIALS NEEDED

Floatable items, soap - nonstinging (optional), washcloth, sponges

BEHAVIORAL OBJECTIVES AND STRATEGIES.

3.66.1 Child attends to adult education

3 66.1.1 Run water into bathtub Stress the importance of turning cold water on first, then adjusting with hot Plastic tape could be placed on the cold faucet if child is confused.

3 66.1.2 Allow child free time in the water, splashing or playing with floatable toys

3 66.1.3 Take washcloth and rub with soap, apply washcloth to child's arm, cueing with "Wash." Be especially careful of the child's face, so as not to scare him Rub gently. A non-stinging soap could also be used Make bath time a fun time for your child.

3 66.2 Child helps bathe himself with assistance and verbal cues.

3.66 2.1 Use a piece of plastic tape or an adhesive backed plastic flower to mark the amount of water to be placed in tub to allow child to run water into bathtub Assist child into water. A rubber mat could be used so the child doesn't slip.

3.66 2.2 Allow free time for child to splash or play with floatable toys.

3.66.2 3 Take washcloth and rub soap into it. Hand cloth to child and cue with, "Wash."

3.66.2.4 If there is no response, take child's hand and rub cloth over his arms and legs, repeating the cue, "Wash."

3.66.2.5 Repeat above sequence as often as necessary in bathing entire body.

3.66 2.6 Reinforce your child with clapping and splashing in the water when he assists you.

3.66.3 Child helps while being bathed.

3.66.3.1 Allow child to run his own bath water and to put bubble bath into tub. Assist child into water if necessary.

3.66.3.2 Two washclothes could be used. One for child to wash his arms and legs and one for parent to get at those areas he can't reach (behind ears, back, etc.). A child may like a sponge because it is easy to handle.

3.66.3.3 Play little games while bathing. Peek-a-boo could be played with the washcloth. Bubbles could be blown with a straw. A variety of imaginary games could be played with two plastic cups and other plastic items. Constant supervision is a must in bathing a child.

3.66.3.4 While drying child, reinforce him with praise for being such a "big helper."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.67

PROFILE ITEM:

Takes turns.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Your turn", "My turn."

MEASUREMENT CRITERIA:

Child will wait one time for a turn in a game situation, getting a drink, playing with toys, etc..

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.67.1 Child experiences taking turns in home life situations.

3.67.1.1 While eating popcorn, dry cereal or other snack items, take box and cue with, "My turn." Hand the box or item to child and cue with, "Your turn."

3.67.1.2 Repeat the above sequence in getting a drink or putting on a coat, emphasizing "My turn", "Your turn."

3.67.1.3 A child must be exposed to this type of behavior before he can model it. For example, making sure older siblings take turns watching favorite television programs or taking turns to do the dishes or other household chores.

3.67.2 Child takes turns during simple games.

3.67.2.1 When playing simple game such as hide n' seek adult can hide first then tell child, "Your turn" to hide.

3.67.2.2 Simple table games could be played too. Cue with, "My turn", "Your turn."

3.67.2.3 If your child is fighting over a toy with another child, take toy and cue with, "_____ turn", "Your turn."

3.67.2.4 Try to ignore your child's impatience to want his way now, giving in will only reinforce his impatient behavior. However, make it a point to praise child and reward with item he wanted or snack for waiting to take turns.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.68

PROFILE ITEM:

Shares play activities.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Share."

MEASUREMENT CRITERIA:

Child will share toys and include one or two other children in his play activities.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.68.1 Child experiences sharing toys and games with other children.

3.68.1.1 Sit with your child while he is playing with his toys or drawing pictures. Ask him to "Share" with you what he is doing.

3.68.1.2 If child comes to you and asks what you are doing, share your activity with him as much as possible. Comment on how nice it is to share with one another.

3.68.1.3 Sharing is a learned activity and must be displayed in the home before a child can model this behavior.

3.68.1.4 Nursery school, Sunday School, or having friends over to the house is good for your child to get him to socialize and experiencing sharing.

3.68.2 Child will share toys and include one or two other children in his play activities.

3.68.2.1 When playing a simple game with a few children, have your child ask another to share in their play activity.

3.68.2.2 When two children are fighting over a certain toy, take the toy and cue with, "Share," letting one child play with the toy and then the other, reminding them how to share.

3.68.2.3 Be patient with your child and try to ignore his stubborness for not sharing. Giving in to his demands will only reinforce such negative behavior. However, show your satisfaction by rewarding your child with a smile or sharing a candy bar with a friend when he does share.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.69

PROFILE ITEM.

Uses fork.

BEHAVIORAL DEFINITION:

uses fork with no assistance.

CUE/S:

"Eat."

MEASUREMENT CRITERIA:

Uses fork upon request.

MATERIALS NEEDED:

Fork pieces of meat, pancakes, fried egg.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.69.1 Child attends to adult demonstration.

3.69.1.1 Position yourself beside child.

3.69.1.2 If possible, place a dish with a suction cup on the bottom in front of child. Fill with pieces of meat, pancakes or fried egg.

3.69.1.3 Give child his own fork to examine. Take another fork and pick up a piece of meat cueing with, "Eat." Repeat the above step, but this time put the meat in child's mouth cueing with, "Eat."

3.69.1.4 Place fork in child's hand. Take his hand and cueing with, "Eat" pick up piece of meat and guide to child's mouth. Repeat again, but this time help child put piece of meat in your mouth. Show satisfaction on your face.

3.69.2 Child uses fork with assistance and verbal cues.

3.69.2.1 Position yourself beside child. Hand fork to child cueing with "Eat."

3.69.2.2 If there is no response, take child's hand and guide fork to food and guide to mouth repeating cue "Eat."

3.69.2.3 Reinforce child for helping with praise and smiles

3.69.3 Child uses fork with no assistance.

3.69.3.1 Start out child's meal by using a fork, repeating cue, "Eat."

3.69.3.2 Withhold spoon until child has successfully picked up a few pieces of food with fork.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.70

PROFILE ITEM:

Uses napkins.

BEHAVIORAL DEFINITION:

Child uses napkins to wipe hands and face with no assistance.

CUE/S:

"Wipe."

MEASUREMENT CRITERIA:

Child will wipe face with napkin upon verbal request.

MATERIALS NEEDED:

Paper napkins.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.70.1 Child attends to adult demonstration.

3.70.1.1 After finishing a meal, take napkin and bring to face cueing with, "Wipe." Proceed to wipe your face and comment how much better you look.

3.70.1.2 When child has finished his meal, take napkin and place on child's face cueing with, "Wipe." Proceed to wipe child's face and hands off. Show child in mirror how he looks before he uses a napkin and how he looks afterward.

3.70.1.3 Make it a point to use napkins after every meal or snack so child can model your behavior.

3.70.2 Child uses napkins with assistance and verbal cues.

3.70.2.1 After finishing a meal, hand child napkin and cue with, "Wipe."

3.70.2.2 If there is no response, put napkin in his hand and guide napkin over his face, repeating cue, "Wipe."

3.70.2.3 Repeat sequence until child is cooperative.

3.70.2.4 Reinforce child with praise for being such a big helper.

3.70.3 Child uses napkins upon verbal request.

3.70.3.1 Place napkin on child's lap during meal. Once the meal is over draw child's attention to napkin cueing with, "Wipe."

3.70.3.2 Have child place napkins on the table before each meal. Use colofrul ones to make it inviting.

3.70.3.3 Reinforce child with praise for being such a "Big boy" or "Big girl."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.71

PROFILE ITEM:

Gets drink with no help.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Water on", "Water off", "Get drink."

MEASUREMENT CRITERIA:

Child will be able to step up on small stool, turn on correct faucet, fill cup with water and drink.

MATERIALS NEEDED:

Plastic cups, tape.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.71.1 Child attends to adult demonstration.

3.71.1.1 Position child beside you on small stool next to sink.

3.71.1.2 Cue with, "Water on." Go through the following steps slowly: (1) reach for cold water faucet and turn on, (2) grasp cup, (3) place under water and fill, (4) cue with, "Water off", (5) drink from cup, (6) step down from stool.

3.71.1.3 Generally the right faucet is cold and the left is hot. Repeating the above sequence, take child's hand and turn on right faucet. Have him feel the cold water. Remind him this is the only one to use for the other one can get hot and burn.

3.71.2 Child gets drink with assistance and verbal cues.

3.71.2.1 Position child on small stool next to you in front of sink.

3.71.2.2 Take childs hand and place it on faucet and cue with, "Get drink."

3.71.2.3 If there is no response, take child's hand and go through the above steps and have child drink on his own.

3.71.2.4 A red ribbon or piece of bright tape could be placed on the cold water faucet and explained to child that is the only one to turn on.

3.71.2.5 Reinforce child's behavior with praise for being such a "Big boy" or "Big girl."

3.71.3 Child gets drink with no help.

3.71.3.1 If child expressed need for a drink, assist if necessary on stool and repeat cue, "Water on", "Water off."

3.71.3.2 Parents should make it known to child where the best place to get a drink unassisted. There may be no stool in the bathroom or the chairs in the kitchen swivel. Keep these safety factors in mind.

3.71.3.3 A child's own unbreakable cup should be in easy reach of your child or a dixie cup dispenser within reach.

3.71.3.4 Have child get drink for you or a younger sibling and comment how big they are.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.72

PROFILE ITEM:

Pours liquid from small pitcher.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Pour."

MEASUREMENT CRITERIA:

Will pour from pitcher upon verbal request.

MATERIALS NEEDED:

Small plastic pitcher, plastic cup.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.72.1 Child attends to adult demonstration.

3.72.1.1 Position yourself beside child at table.

3.72.1.2 Grasp a small pitcher of water or milk in one hand and a steady cup in the other hand. Cueing with, "Pour", pour a small amount of liquid into cup.

3.72.1.3 Take child's hand in yours and grasp pitcher in one hand and cup in the other. Repeat cue, "Pour" and pour liquid into cup.

3.72.1.4 Child could practice pouring while playing in bath tub or wading pool.

3.7.2.2 Child pours liquid from a small pitcher with assistance and verbal cue.

3.72.2.1 Position yourself beside child at table.

3.72.2.2 Put child's hand through pitcher handle and the other hand on cup. Repeat cue, "Pour."

3.72.2.3 If there is no response, take his hand and assist in pouring from pitcher to glass.

3.72.2.4 Reinforce child with praise for being such a big helper.

3.72.3 Child pours liquid from small pitcher.

3.72.3.1 At meals or snack time, let child pour his own drink. Repeat cue and assist only if necessary. Such as steadying glass or helping with pouring.

3.72.3.2 Make sure pitcher is not too full and that the top of the pitcher is not too wide as to spill over glass.

3.72.3.3 Reinforce child with pouring his favorite soft drink into cup.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.73

PROFILE ITEM:

Sucks through straw.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Suck "

MEASUREMENT CRITERIA:

Will use straw upon verbal request.

MATERIALS NEEDED:

Plastic straws.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.73.1 Child attends to adult demonstration.

3.73.1.1 Place yourself in front of child. Hand him a straw to examine.

3.73.1.2 Take another straw. Purse your lips and breath in several times cueing with, "Suck" between each breath. Blow out drawing child's attention to the air coming out of the straw.

3.73.1.3 Put straw in glass of milk, cueing with, "Suck." Purse lips and suck the liquid through the straw.

3.73.1.4 Show satisfaction on your face for getting some milk.

3.73.2 Child sucks through straw with assistance and verbal cues.

3.73.2.1 Hand child straw to examine. Blow through another straw letting child feel air.

3.73.2.2 Cueing with,"Suck" place child's straw in a glass of milk and hold in place. Place straw between his lips.

3.73.2.3 If there is no response, purse your own lips again and breath in several times repeating cue between each breath.

PROFILE NUMBER 3.73 CONTINUED

3.73.3 Child sucks through straw upon verbal request.

3.73.3.1 Plastic training cups are available with a permanently attached straw for easier handling.

3.73.3.2 Fier pee can be made by child by placing a glob of pliable paper and blowing through straw to make a design.

3.73.3.3 While child is sucking through straw, have the straw bend a little when you breathe in and causes bubbles to form in the liquid when you breathe out.

3.73.3.4 Have child hit the top slightly toward the bottom because the straw must be in the liquid before anything will come up the straw.

3.73.3.5 Sucking a favorite drink from a straw could be as reinforcing as the praise you give your child.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.74

PROFILE ITEM:

Knows the difference between bladder and bowel function.

BEHAVIORAL DEFINITION:

Child will differentiate between bladder and bowel function and use the correct term.

CUE/S:

"B M", "Bowel movement", "Urinate" or whatever term the family decides to use.

MEASUREMENT CRITERIA:

MATERIALS NEEDED:

Potty chair, child size toilet seat.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.74.1 Adult will associate words to the function the child is performing.

3.74.1.1 When child expresses the urge to go to the bathroom cue with, "Bowel movement?" or "Urinate?"

3.74.1.2 If he makes no response, place him on potty and wait until he is through.

3.74.1.3 Once he is through explain what he did - urinated or had a BM.

3.741.14 These terms are used here only as an example. However, parents should use a correct term for the function. Masked terms such as tinkle or poo-poo will only make this function stem unnatural which is the exact opposite of what your child should feel.

3.74.2 Child understands difference between bladder and bowel functions.

3.74.2.1 When child expresses the urge to to to the bathroom by pointing to potty chair or holding self, ask if he has to have a "bowel movement" or "urinate."

3.74.2.2 If he shakes his head to one of these, take him to the toilet. Reinforce child with praise for shaking head to the right word if he does so.

3.74.2.3 Do not scold if child shakes his head to the wrong term, but repeat the correct word for what he did. Praise is in order too for the child telling you he had to go to the toilet.

3.74.2.4 When terms for these functions have been decided upon by the parent, they should be used consistently so not to confuse the child.

3.74.2.5 Answer any other questions a child might have about these functions correctly.

3.75.3 Child hangs up coat on hanger or hook with no assistance.

3.75.3.1 Assist child, if necessary, to remove coat. Cue with "Hang up."

3.75.3.2 Reinforce child with praise for completing this task.

3.75.3.3 Large loops can be sewn in the back of coats for easy hanging and child size hangers can be used. Lower a bar in the closet if you expect child to place hanger on bar.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.76

PROFILE ITEM:

Avoids hazards.

BEHAVIORAL DEFINITION:

Child will be able to forsee a hazard and avoid it.

CUE/S:

"Hot", "Don't touch", shaking head "no." "Hurt" "ow"

MEASUREMENT CRITERIA:

Child will not touch an item or be careful when handling it.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.76.1 Child attends to adult demonstration.

3.76.1.1 Children are naturally curious and will explore their surroundings. It is the parents duty to make the home as safe as possible, however a child will come in contact with some items that can be dangerous to him. Therefore, during the day point out to your child items that he becomes curious about.

3.76.1.2 If plug-ins are not capped and your child approaches one of these, stop him and point to the plug shaking your head no, cueing with "Don't touch", "Hurt."

3.76.1.3 Repeat the above with other items your child might come in contact with, such as a hot stove, iron, knives, glass bottles, scissors, stairways, slippery sidewalks, etc..

3.76.2 Child avoids hazards., with assistance and verbal cues.

3.76.2.1 If child reaches for hot stove or iron cue with, "Don't touch", "Hot."

3.76.2.2 Physically restrain child from touching stove if he continues to reach for it.

3.76.2.3 If he withdraws, or takes the initiative of avoiding the stove, pick him up and hug him for being so careful.

3.76.2.4 Place child's hand in close proximity to heat eg., stove, iron, etc.. Let him merely feel radiation, then pull his hand away quickly, saying loudly "ow" - "ow".

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.77

PROFILE ITEM:

Completes a meal.

BEHAVIORAL DEFINITION:

Child will complete a meal using the utensils that the parents provide.

CUE/S:

"Fork", "Spoon." etc..

MEASUREMENT CRITERIA:

Child completes reasonable portion of his meal.

MATERIALS NEEDED:

Spoon, fork, cup, napkins.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.77.1 Child completes a meal with assistance and verbal cues.

3.77.1.1 Position child at table, place napkin on lap.

3.77.1.2 Place meat and mashed potatoes on plate. Frozen food trays can be used to separate food. Cueing with, "Fork" hand child fork.

3.77.1.3 If there is little response, assist child getting fork in food and to mouth.

3.77.1.4 Repeat using spoon if eating ice cream, pudding, and other spoon fed items.

3.77.1.5 Steady plate for child if necessary.

3.77.1.6 Cueing with, "Wipe" assist child in using napkin once meal is completed.

3.77.2 Child completes meal with verbal cues only.

3.77.2.1 Depending on what child is eating, hand only one utensil at a time, cueing with, "Fork", "Spoon", "Cup." Cue with "Wipe" once meal is over.

3.77.2.2 Assist only if necessary.

3.77.2.3 Introduce new foods into the child's diet.

3.77.2.4 Once meal is completed, praise child for being such a "Big boy", or "Big girl."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.78

PROFILE ITEM.

Sets table with assistance.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S.

"Plate here", "Glass here.", etc..

MEASUREMENT CRITERIA:

Child will be able to help parents set table for a meal.

MATERIALS NEEDED:

Paper plates, melmac dishes, silverware. (All needed eating utensils)

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.78.1 Child attends to adult demonstration.

3.78.1.1 Take a large sheet of tag board, cut a large hole in the center for a plate, cut silverware and glass shapes out too. Place mats in front of each chair.

3.78.1.2 Position child in front of cut-out place mat, take his hand and have him trace with his fingers around shape in place mat and around real plate. Placing plate in his hand, guide to large hole, cueing with, "Plate here". Repeat for glasses and silverware.

2.78.1.3 Repeat the above sequence until child knows or can match the different items to the cut-out.

3.78.1.4 Play dishes can be used with child while playing house.

3.78.2 Child sets table with assistance and verbal cues.

3.78.2.1 Just before meal time, position child at table. Get all dishes that you wish to use and set on table. Depending on how much you value your dishes, paper or melmac dishes could be used for earier handling.

3.78.2.2 Cut out place mats can be used cueing with "Plate here", hand child plate.

3.78.2.3 If there is no response, place plate in child's hand and guide to correct place.

3.78.2.4 Repeat with glasses, cups and silverware.

3.78.2.5 Salt, pepper, suger and butter can be handed to child also cueing with, "Salt, pepper here", etc.. Assist if necessary.

3.78.2.6 Reinforce child with praise for being such a big helper.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.79

PROFILE ITEM:

Sleeps through night without wetting.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Dry" "Wet" or selected family words.

MEASUREMENT CRITERIA:

Child will sleep through night without wetting.

MATERIALS NEEDED:

Potty chair, child size toilet seat, training pants.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.79.1 Child extends dry periods at night.

3.79.1.1 Help child with this task by withholding liquids before bedtime.

3.79.1.2 Place child on potty chair or stool before child retires, cueing with, "Wet." Praise child for urinating in stool instead of pants. Run water in sink if child has difficulty. If possible, place child on potty before you retire.

3.79.1.3 Get child up at different intervals during the night. If child is wet before waking, adjust the shorter periods. Praise child for dry periods. Begin extending periods as successes stabilize. Place child on potty immediately in morning.

3.79.2 Child sleeps through night without wetting.

3.79.2.1 Keep a chart for your child. Each morning, if child has dry pants give him a big star or smiley face.

3.79.2.2 Reinforce with praise and a favorite treat every day, emphasizing success (even though partial).

3.79.2.3 Accidents will happen. If this is the case, ignore the incident and do not scold child. Undue attention to a wet bed will only reinforce this behavior. If this happens too often, go back to waking child in the night to go to the toilet.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.80

PROFILE ITEM:

Responds to routine times for elimination.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

Desired family words, eg., "Wet" "BM" "Pee" "Poo", etc..

MEASUREMENT CRITERIA:

Child will respond to routine times for eliminations.

MATERIALS NEEDED:

Potty chair, child size toilet seat.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.80.1 Child's elimination patterns are charted.

3.80.1.1 Record the time/s during day child has bowel movements and is wet.

3.80.1.2 Once a pattern is determined, place child on potty at this time, cueing with, "Wet" or "Have a BM." Running water in sink may help child respond.

3.80.1.3 If child is already wet or soiled, record the time and take him five to ten minutes earlier next time.

3.80.1.4 A child's bowel movements cannot be expected to be regular if child is not fed at the same time each day. A regular feeding schedule is important in toilet training child.

3.80.2 Child responds to routine times for eliminations.

3.80.2.1 Try and stick with the scheduled pattern you have set up for your child.

3.80.2.2 Give child a star on a chart or favorite treat for responding to the routine.

3.80.2.3 Accidents will happen. If this is the case, treat the incident with a detached attitude. Attention toward the incident will reward an unscheduled elimination and can be used by child as an attention getting behavior.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.81

PROFILE ITEM:

Takes responsibility for toilet himself.

BEHAVIORAL DEFINITION:

Goes to the bathroom by himself, removes own clothing, wipes self, flushes stool and washes hands.

CUE/S:

"Pants down" "Wipe" "Pants up" "Flush stool" "Wash hands"

MEASUREMENT CRITERIA:

Child takes care of own needs.

MATERIALS NEEDED:

Potty chair, child size toilet seat.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.81.1 Child toilets himself with assistance and verbal cues.

3.81.1.1 When child verbalizes or gestures he has to go to the toilet, take him to the bathroom and unfasten his pants, cueing with, "Pants down." If child is wearing a skirt, make sure she pulls it up in back before sitting.

3.81.1.2 Cueing with, "Sit" have child sit on potty chair. If child is placed on adult stool use child size toilet seat that attaches onto stool. A back and arms can be attached to this type of toilet seat to give child added support. These supports can gradually be removed over time. Reassurance should be given to child that he will not fall. Make sure male directs penis downward.

3.81.1.3 Once child is through hand him a small amount of paper, cueing, with "Wipe." Cue with, "Pants up", guiding child's hands if necessary. Remind child to "Flush stool" and to "Wash his hands."

3.81.2 Child takes responsibility for toilet himself.

3.81.2.1 Help child to take this responsibility himself by making him wear two piece suits, with elastic tops for pants. Unaccessible buttons, zippers, snaps, and straps should be eliminated.

3.81.2.2 Make sure toilet paper is readily available to child and allow child privacy.

3.81.2.3 Be quick to reinforce child with praise for doing this task by himself.

3.81.2.4 Do not encourage a boy child to stand until he is fully trained.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.82

PROFILE ITEM:

Increasing interest in inter-active play with other children rather than playing alone.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Share" "Help_____" "Thank you" "Please"

MEASUREMENT CRITERIA:

Length of time child plays interestedly and comfortably with other children.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.82.1 Child associates interactive play with adults interactions with other adults.

3.82.1.1 Invite a neighbor couple or relatives over to visit.

3.82.1.2 Explain to child who is coming, and that they can stay up and visit and help serve snacks.

3.82.1.3 If visiting another couple's home, explain to child where you are going. If they have children, tell child that there will be other children to play with, and maybe take a toy or game to share with other children.

3.82.1.4 If entertaining for a card game, etc., explain to child that they can help set up for the party and can help serve snacks, before going to bed.

3.82.2 Child is given opportunity to interact with other children.

3.82.2.1 Encourage child to invite a neighbor friend or two in for the afternoon.

3.82.2.3 Make available old dress-up clothes, play dishes and simple games for the children to play.

3.82.2.3 If your child is shy, stay with him for a while and initiate a few games. Once you think children are playing well together, give them some privacy and check on them now and then.

3.82.2.4 Have snacks as a reinforcement if children are playing well together.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.83

PROFILE ITEM:

Washes hands and face alone.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Wash hands", "Wash face."

MEASUREMENT CRITERIA:

Child will wash hands and face upon request.

MATERIALS NEEDED:

Wash cloth - Optional: animal soaps, soap on a rope, sponge mitts.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.83.1 Child washes hands with assistance and verbal cue.

3.83.1.1 Position child on small stool in front of sink. Bring basin to child if he is unsteady on stool.

3.83.1.2 Stepping behind child and reaching over his shoulders, go through the steps of washing hands.

3.83.1.3 Stress the importance of turning the cold water on first and adjusting with hot. Place plastic tape on cold water faucet to cut down on confusion.

3.83.1.4 Pick up the soap and place in child's hand cueing with, "Wash hands."

3.83.1.5 If there is no response, take his hands and lather with soap repeating cue, "Wash hands." Replace soap and rinse hands under water. Turn water off. If just washing hands have child shake hands down to get rid of excess water before towel drying.

3.83.2 Washes face with assistance and verbal cues.

3.83.2.1 Position child in front of sink or bring basin of water to him.

3.83.2.2 Standing behind child, reach your arms over his shoulders and go through the steps of washing child's face.

3.83.2.3 Take wet wash cloth and put into child's hand and soap in the child's dominant hand, cue with, "Wash face."

3.83.2.4 If there is little or no response, guide soap into cloth and lather. Bring cloth to face and rub. Rinse wash cloth and rinse face. Towel dry.

3.83.2.5 Repeat putting dry wash cloth into child's dominant hand. Turn water on repeating cue, "Wash face." Assist child in putting wash cloth under water and wringing it out. Put soap in child's dominate hand and assist in lathering cloth. Replace soap and assist child in switching cloth back to dominant hand if necessary. Continue with the rest of the sequence.

3.83.3 Child washes hands and face alone.

3.83.3.1 Assist child in washing his hands and face until you feel that he can do this task himself.

3.83.3.2 Stress the importance of using his own towel and wash cloth and keep them within his reach.

3.83.3.3 Animal shaped soaps, non-stinging soaps, soap on a roap and sponge mitts can be used with child to add variety.

3.83.3.4 Reinforce child for being such a "big boy" or "big girl." Show how nice he looks in the mirror.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.84

PROFILE ITEM:

Answers phone.

BEHAVIORAL DEFINITION:

Child will be able to answer phone, but not be depended on to take messages.

CUE/S:

"The ringing of the telephone", "answer phone." "phone"

MEASUREMENT CRITERIA:

Upon hearing the telephone, child will answer if requested to do so.

MATERIALS NEEDED:

Play telephone.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.84.1 Parent associates play phone with real telephone.

3.84.1.1 Position child next to you.

3.84.1.2 Taking a play phone, make it ring. Pick it up and bring to ear giving greeting "Hello", etc..

3.84.1.3 Ring phone again. Cueing with, "Answer phone", hand child receiver and bring to ear repeating greeting.

3.84.1.4 Repeat what greeting you want your child to use when answering the phone. "Hello, Jones' residence", etc..

3.84.1.5 Repeat Sequence until child has become used to play telephone.

3.84.2 Child answers real phone with assistance and verbal cue.

3.84.2.1 Position child next to you by telephone.

3.84.2.2 Phone a familiar person and have child greet and speak with them.

3.84.2.3 Have familiar person return call. Once phone rings, cue with, "Answer phone."

3.84.2.4 If there is no response, take child's hand and pick up receiver, repeating cue, "Answer phone." Cue child to greet only if necessary. Hold receiver for child if it is too heavy.

3.84.3 Child answers phone upon request.

3.84.3.1 Have familiar person call.

3.84.3.2 Cue child with, "Answer phone."

3.84.3.3 Place small stool beside phone so that it is within his reach.

3.84.3.4 Praise child for being such a "Big boy" or "Big girl" for answering the telephone.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.85

PROFILE ITEM:

Feeds self.

BEHAVIORAL DEFINITION:

Child will be able to feed self entire meal, spilling very little.

CUE/S:

"Eat" "Drink"

MEASUREMENT CRITERIA:

Is able to feed self.

MATERIALS NEEDED:

Fork, spoon, napkin, cup, divider plate.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.85.1 Child feeds self with assistance and verbal cues.

3.85.1.1 Have child sit with family during meals.

3.85.1.2 Place fork, spoon, cup and napkin beside child's plate.

3.85.1.3 Put food in frozen food tray if you wish to, in order that child can separate and handle each food item more easily.

3.85.1.4 Repeat cue "Eat" - "Drink".

3.85.2 Child feeds self.

3.85.2.1 Make mealtime a relaxing time for your child. Fix dishes that he enjoys also. Let child help plan menu.

3.85.2.2 Assist child through meal, if necessary, eg. spreading butter, cutting up meat, etc.

3.85.2.3 Reinforce child with praise for being such a "Big boy" or "Big girl".

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.86

PROFILE ITEM:

Puts on shoes.

BEHAVIORAL DEFINITION:

Put on shoes with no assistance.

CUE/S:

"Shoes on."

MEASUREMENT CRITERIA:

Will put shoes on upon request.

MATERIALS NEEDED:

Pair of shoes.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.86.1 Child puts on correct size shoe with heel just started in-finger in back.

3.86.1.1 With child sitting on floor, loosen laces and place correct size shoe on child's foot. Position heel ½ way in with finger or shoe horn in back, guide shoe slowly on foot, cueing with, "Shoe on", "Shoe on."

3.86.1.2 Replace shoe with heel ½ way in. Place child's finger in back of heel and his other hand on heel. With adult hand on child's, slip shoe on slowly repeating cue, "Shoe on."

3.86.1.3 Replace shoe with heel ½ way in. Place child's finger in back of heel and his other hand on heel. With no guidance, repeat cue, "Shoe on."

3.86.1.4 Repeat entire sequence until child has mastered this, giving child hugs and reassuring smiles for completing this task.

3.86.2 Child puts on shoe with heel all the way out.

3.86.2.1 With child sitting on floor, loosen laces and place correct size shoe on child's foot. Position heel all the way out with finger or shoe horn in back, guide shoe slowly on foot, cueing with, "Shoe on."

3.86.2.2 Replace shoe with heel out. Place child's finger in back of shoe and his other hand on heel of shoe. With adult hand on child's slip shoe on slowly repeating cue, "Shoe on."

3.86.2.3 Replace shoe with heel all the way out. Place child's finger in back of shoe and other hand on heel of shoe, with no assistance repeat cue again, "Shoe on."

3.86.2.4 Repeat sequence until child has mastered task, giving reinforcement.

3.86.3 Child puts on shoes with toes in opening.

3.86.3.1 With child sitting on floor, loosen laces of shoe and position child's toes to the opening of the shoe. With finger in back of heel, guide child's foot into shoe repeating cue, "Shoe on."

3.86.3.2 Replace shoe with toes in opening. Place child's finger in back of shoe and his other hand on heel of shoe. With adult hand on child's, slip shoe on slowly repeating cue, "Shoe on."

3.86.3.3 Replace shoe with toes positioned in opening. Place child's finger in back of shoe and other hand on heel of shoe. With no assistance repeat cue again, "Shoe on."

3.86.3.4 Repeat sequence until child has mastered task, giving appropriate reinforcement.

3.86.4 Child loosens laces, holds tongue up, and puts shoes on alone.

3.86.4.1 With child sitting on floor, loosen laces of shoe, hold tongue up with one hand, and put shoe on child cueing with, "Shoe on."

3.86.4.2 Put shoes beside child. Put his fingers on laces and assist him in loosening them and put his hand in tongue and aid him in getting his shoe on.

3.86.4.3 Replace shoe beside him again, place child's hand on laces. With no assistance, repeat cue, "Shoe on."

3.86.4.4 Repeat sequence as often as necessary for child while giving reinforcement.

3.86.5 Child puts shoes on correct foot, when shoes are placed correctly.

3.86.5.1 With child sitting on floor, put his right shoe by his right foot and his left shoe by his left foot. Bring to his attention that a red mark means it is his right shoe. A red string tied around a child's right hand or sewn in right sock could make the matching easier.

3.86.5.2 Repeat cue, "Shoe on" and assist only if necessary.

3.86.5.3 The shoes could be scrambled to see if the child can remember the red marking means right shoe or to be matched with red string in sock or on finger.

3.86.5.4 Give your child a lot of praise or a favorite snack for completing this difficult task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.87

PROFILE ITEM:

Unbuttons accessible buttons.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Unbutton"

MEASUREMENT CRITERIA:

Will unbutton buttons upon request.

MATERIALS NEEDED:

Clothes with accessible buttons; buttons sewn on cardboard and pieces of cloth.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.87.1 Child attends to adult demonstration.

3.87.1.1 Position yourself behind child.

3.87.1.2 Reaching over his shoulders, proceed to unbutton the child's shirt by taking one hand and pulling material away from button, with thumb and index finger and taking other hand and pushing button through hole with thumb - cue with "Unbutton".

3.87.1.3 Repeat the above sequence taking child's hand and going through these steps repeating cue.

3.87.2 Child unbuttons buttons with assistance and verbal cues.

3.87.2.1 Have child practice first with a cardboard with a slit in it and a button; or a button sewn on a piece of material and a piece of material with a slit in it.

3.87.2.2 Put child's hand on button and hold, putting other hand on material and hold. Cue with "Unbutton". If there is no response from the child, guide his hand through the unbuttoning sequence.

3.87.2.3 Repeat sequence, assisting child in unbuttoning his own button.

3.87.2.4 Reinforce child with praise for assisting you.

3.87.3 Child unbuttons accessible buttons.

3.87.3.1 At bedtime, unbutton child's shirt part way and have him finish.

3.87.3.2 Increase the amount of buttons the child should do until he has complete responsibility for unbuttoning his own shirt or pants.

3.87.3.3 Have child assist you in unbuttoning some of your buttons on your coats and shirts.

3.87.3.4 Reinforce child with praise for being such a "Big boy" or "Big girl".

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.88

PROFILE ITEM:

Brushes teeth.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Squeeze" "Brush" "Spit out"

MEASUREMENT CRITERIA:

Will take initiative in brushing own teeth.

MATERIALS NEEDED:

Tooth brush, tooth paste.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.88.1 Child attends to adult demonstration.

3.88.1.1 Position child on small stool in front of sink.

3.88.1.2 Explain the importance of brushing one's teeth. A trip to the dentist could also emphasize the importance.

3.88.1.3 Take tooth paste and unscrew cap. Pick up toothbrush and apply paste, cuing with "Squeeze". Bring brush to mouth and cue with "Brush". Brush up and down and spit paste out using cue "Spit out". Take drink of water, swish around and spit out again, with cue "Spit out".

3.88.1.4 Hand child his own toothbrush to examine. With no paste on brush, assist child in bringing toothbrush to mouth and use cue "Brush".

3.88.1.5 Repeat, putting paste in child's dominant hand and toothbrush in other. Assisting child with paste, apply to brush and use cue "Squeeze". Assist child, bringing tooth brush to mouth and cue with "Brush". Hand him cup of water to drink. Cue with "Spit out".

3.88.2 Child brushes teeth with assistance and verbal cue.

3.88.2.1 Position child on stool in front of sink or bring basin to child if he is unsteady on stool.

3.88.2.2 Unscrew toothpaste for child and hand to him in dominant hand. Place toothbrush in other hand. Position toothpaste on brush and cue with "Squeeze". If there is no response put your hand over child's repeating cue "Squeeze" while applying paste. Put paste down.

3.88.2.3 Transfer toothbrush to child's dominant hand and cue with "Brush". If there is no response, guide brush to his teeth, repeating cue and brushing teeth up and down.

3.88.2.4 Hand child cup of water and let him take a drink and cue with "Spit out".

3.88.2.5 Let child look into mirror and comment on how nice his teeth look.

3.88.3 Child brushes teeth.

3.88.3.1 Make sure child has his own toothbrush. His name or colored tape could be applied to the handle for easy identification. Position toothbrush and child's own cup or paper cups so that they can be easily reached by child.

3.88.3.2 Assist child in unscrewing cap of toothpaste, if he has difficulty with it. Cue with "Squeeze" and let the child decide how to apply the paste; either by holding brush in one hand and paste in the other or leaving brush on counter top and squeezing paste with both hands.

3.88.3.3 If possible, red capsules could be obtained from the dentist and given to child after he brushes to see the places he missed.

3.88.3.4 Reinforce child with praise for doing this task. A trip to the dentist could also be reinforcing for the child if he comments on how nice his teeth look, or if he has no cavities.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.89

PROFILE ITEM:

Wipes self.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Wipe."

MEASUREMENT CRITERIA:

Will wipe self after going to bathroom.

MATERIALS NEEDED:

Soft toilet paper.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.89.1 Child attends to adult demonstration.

3.89.1.1 Stay with child in bathroom or have him call you when he is through.

3.89.1.2 Have child stand up. Take just enough tissue from roll and cue with, "Wipe."

3.89.1.3 Wipe child and emphasize the importance of wiping after going to the bathroom.

3.89.2 Child wipes self with assistance and verbal cues.

3.89.2.1 If you know or child tells you that he is through, roll off a small amount of tissue or help child roll off a small amount cueing with "Wipe."

3.89.2.2 If there is little or no response, wrap paper around his fingers and guide his hands down and back through wiping motion repeating cue. Drop paper in stool.

3.89.2.3 Reinforce child with praise for being such a big helper.

3.89.3 Child will wipe self.

3.89.3.1 Allow your child some privacy. However, make sure child can get down from adult stool before leaving him alone. Also make sure toilet tissue is within his reach.

3.89.3.2 Be close by to reinforce child's positive behavior for wiping himself.

3.89.3.3 Let flush stool by himself if sitting on adult stool.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.90

PROFILE ITEM:

Blows nose without verbal cue.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Blow"

MEASUREMENT CRITERIA:

Child will blow nose.

MATERIALS NEEDED:

Soft Kleenex, hankies, mirror.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.90.1 Child attends to adult demonstration.

3.90.1.1 Adult points to own nose and says "Blow". If child does not pay attention, position his head for eye-contact, close own mouth.

3.90.1.2 Leave thumb and forefinger on nose, grasp one of child's hands and place under your nose and blow air. Cue "Blow".

3.90.1.3 Take Kleenex, hold in place on both sides of nose bridge with thumb and forefinger. Let child see paper move as you blow air through nose. Act enthusiastic as paper moves, as though a new game has been discovered. Say "Blow" each time paper moves.

3.90.2 Child blows nose with assistance and verbal cue.

3.90.2.1 When child needs to blow his nose, hand him kleenex or handkerchief cueing with, "Blow."

3.90.2.2 If child makes no response, take his hand and bring kleenex to nose repeating cue, "Blow."

3.90.2.3 Repeat sequence until child takes some initiative.

3.90.2.4 Praise child for assisting.

3.90.3 Child blows nose with no verbal cue.

3.90.3.1 Keep kleenex within reach of child and have child carry kleenex or handkerchief when away from home.

3.90.3.2 Stress the importance to child not to blow too hard and to dispose of kleenexes properly.

3.90.3.3 Reinforce child with praise for taking the initiative for blowing his nose.

3.90.3.4 Additional reinforcement may be ghe gift of his own handkerchief. It could be wrapped and appropriate expressions of discovery made when he unwraps his "present". Pride of ownership may be enhanced by initials, name, monogram, color, etc., on handkerchief.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.91

PROFILE ITEM:

Carries out simple errand.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Mail's here" "Milk's here" "Newspaper's here", etc..

MEASUREMENT CRITERIA:

Will carry out simple errand upon request.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.91.1 Child carries out simple errand with assistance.

3.91.1.1 Take child with you and let him retrieve the newspaper, mail, or milk, when it is delivered.

3.91.1.2 If a small grocery store is nearby, take your child and let him pick up a few easily identified items such as bread and milk.

3.91.1.3 When going to the neighbors to return a borrowed object, let your child accompany you, with the object.

3.91.2 Child carries out simple errand upon verbal request.

3.91.2.1 Give your child the responsibility of retrieving the mail or newspaper, every day. Watch for delivery and encourage him to bring it to you by using the appropriate cue/s.

3.91.2.2 A child may be too young to go to the store alone. If he has an older sibling, they could go to the store together, and give the child the responsibility to remember to buy bread or milk or some other simple item.

3.91.2.3 Whatever task you have your child perform, remind him what a "big helper" he has been.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.92

PROFILE ITEM:

Brushes hair.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Brush"

MEASUREMENT CRITERIA:

Brushes hair, upon verbal request.

MATERIALS NEEDED:

Child's own hair brush.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.92.1 Child will attend to adult demonstration.

3.92.1.1 Position yourself and child in front of mirror.

3.92.1.2 Pick up brush and place on top of head, bristles down and cue with "Brush". Stroke brush down through hair. Bring brush back to top of head and cue again "Brush", stroking brush down through hair. Repeat, until hair is all brushed. Comment to child how nice your hair looks.

3.92.1.3 Hand child his own brush to examine. Spend time talking about the bristles and how they untangle hair, and make it shiny. Take child's brush and stroke through hair, repeating cue several times. Let child look in mirror and comment on how nice his hair looks.

3.92.2 Child brushes hair with assistance and verbal cues.

3.92.2.1 Position yourself and child in front of mirror.

3.92.2.2 Cuing with "Brush", place brush in child's hand.

3.92.2.3 If there is no response, take child's hand and stroke brush through hair, repeating cue.

3.92.2.4 Comment to child on how nice he looks.

3.92.3 Child brushes own hair.

3.92.3.1 Make brushing one's hair a part of child's daily grooming. Cue child to "Brush" his hair in the morning, or whenever necessary.

3.92.3.2 Keep brush within easy reach for child. Label the brush with his name or colored tape so he knows which one is his.

3.92.3.3 Assist child, only if brush becomes entangled in hair.

3.92.3.4 Stress the importance of keeping brush clean by usually washing it after every shampoo the child has.

3.92.3.5 Allow child to brush your hair. This task will enable child to learn brushing strokes while also receiving praise on doing a good job.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.93

PROFILE ITEM:

Cleans spills.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Wipe" "Wring out" "Wring"

MEASUREMENT CRITERIA:

Child will clean up spills upon verbal request.

MATERIALS NEEDED:

Paper or cloth towels, sponges.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.91.1 Child attends to adult demonstration.

3.93.1.1 Be a good model for your child and not throw a big "fuss" when you spill something.

3.93.1.2 If milk is spilled on the table, take sponge and cue with "Wipe". If quite a lot is spilled, take sponge or towel to sink and cue with "Wring out", wringing out excess liquid.

3.93.1.3 Spill small amount of water and act as though it is an unimportant accident. Calmly say "Oh-Oh", and get sponge and wipe up. Repeat "Wipe" - "Wipe".

3.93.1.4 Repeat above sequence, utilyzing paper towels, cloth towels, etc.. Cue with "Wipe" - "Wipe".

3.93.2 Child cleans up spills with assistance and verbal cues.

3.93.2.1 When something is spilled, hand child sponge or towel, and cue with "Wipe".

3.93.2.2 If there is no response, take his hand and guide over spill repeating cue.

3.93.2.3 Cue with "Wring out" and assist child if necessary in wringing out excess water or liquid in sponge.

3.93.2.4 Reinforce child with praise for his assistance.

3.93.3 Child cleans up spills.

3.93.3.1 Do not scold child for spilling something. Just hand towel or sponge to child and cue with "Wipe".

3.93.3.2 Show child where you keep paper towels or sponges, so he can reach them at any time.

3.93.3.3 Have child practice with wiping table off after each meal.

3.93.3.4 Reinforce child with praise for being such a big helper.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.94

PROFILE ITEM:

Apologizes.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Excuse me" "I'm sorry"

MEASUREMENT CRITERIA:

Child will apoligize when the situation arises.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.94.1 Parent serves as model for child.

3.94.1.1 When the situation arises in the home where an apology is appropriate, use this time as learning episode for your child.

3.94.1.2 Explain to your child the importance of apologizing and the correct words to use. "I'm sorry" and "Excuse me" are good phrases to teach.

3.94.1.3 Remember that a child often imitates their parents. Don't be embarrassed to tell your child you're sorry when you're wrong or to excuse yourself when it is appropriate.

3.94.2 Child apologizes with verbal cues.

3.94.2.1 Set up a play situation where you take a child's stuffed animal or doll and toss in the air. If it would happen to fall on floor, pick it up patting and kissing it, cueing with, "I'm sorry." Let child pat doll and repeat after you.

3.94.3 Child apologizes on his own.

3.94.3.1 Continue on setting up play situations for child where he can use an apology. Sit and play with child while he is playing house or serving his dolls with play dishes. Incorporate such phrases as "I'm sorry, but you'll have to quit playing and come to dinner" or "I', sorry we have no more milk left."

3.94.3.2 Reinforce child with praise for expressing an apology on his own.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.95

PROFILE ITEM:

Spreads butter, etc. with knife.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Spread."

MEASUREMENT CRITERIA:

Child will spread butter with knife upon verbal request.

MATERIALS NEEDED:

Soft spread margarine, knife, bread.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.95.1 Child attends to adult demonstration.

3.95.1.1 Position yourself beside child.

3.95.1.2 Pick up knife in dominant hand placing fingers around handle and extending forefinger on top of knife. Place on butter pressing down and out to obtain some butter. Either hold or steady a piece of bread in other hand, cueing with "Spread." Put butter to right edge of bread and spread to left. Repeat step until bread is covered.

3.95.1.3 Repeat above steps placing knife in child's hand, positioning forefinger on top of knife. Place only ½ slice of bread in child's other hand for easier handling. Toast could also be used since it spreads easier. Repeating cue, "Spread", assist child in getting butter and spreading it on bread.

3.95.1.4 Stress the importance to the child of being careful when handling a knife.

3.95.2 Child spreads butter, etc. with knife.

3.95.2.1 Position yourself behind child.

3.95.2.2 Reaching over his shoulders, place knife in child's hand and a piece of toast in the other. Start out by putting a portion of butter or jam on toast and cue with, "Spread."

3.95.2.3 If child makes little or no response, take child's hand with knife and spread bread repeating cue, "Spread."

3.95.2.4 Start again placing toast in one hand and knife in other hand. Make sure butter is within reach, cue with "Spread."

3.95.2.5 If child makes no response, assist him in dipping knife into butter and spreading desired amount onto bread.

3.95.2.6 Reinforce child with praise for being such a "big helper."

3.95.3 Child spreads butter, etc. with knife.

3.95.3.1 Practice with child letting him hold piece of toast by himself and you assisting with spreading the butter. Reverse this order holding toast for child and letting him spread butter on his own.

3.95.3.2 Repeat the above sequence until child seems to do well on his own.

3.95.3.3 Make sure butter is soft -soft spread margarine is easier to spread. Also assist child in unscrewing caps off jams, jellies, and peanut butter.

3.95.3.4 Reinforce child for completing this task by letting him select a favorite spreadable item at the grocery store.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.96

PROFILE ITEM:

Cuts soft food with fork.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Cut"

MEASUREMENT CRITERIA:

Will cut soft food, upon verbal request.

MATERIALS NEEDED:

Fork, soft foods eg. pancakes and fried egg.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.96.1 Child attends to adult demonstration.

3.96.1.1 Position yourself beside child. Place pancakes, fried egg, etc., on plate in front of you.

3.96.1.2 Pick up fork and turn it sideways. Cue with "Cut", press fork down on pancake. Repeat until a piece has been separated. Hand fork to child to eat with.

3.96.1.3 Turn fork sideways in child's hand. Grasp child's hand and fork at same time, if necessary, and guide partially down through pancake. Take another fork and cut piece off own pancake, saying "Cut" "Cut". If child imitates in any way, praise him for effort.

3.96.2 Child cuts soft food with fork with assistance and verbal cues.

3.96.2.1 Position yourself behind child.

3.96.2.2 Place fork in child's hand turning the fork sideways. Position fork on top of pancake. Let go of child's hand and cue with "Cut".

3.96.2.3 If there is little response, put your hand back on child's and press down through pancake. Repeat cue until a piece has been separated. Let him feed himself.

3.96.3 Child cuts soft food with fork.

3.96.3.1 Pancakes and other soft foods can be cut in half for child. These pieces will still be too big to put in child's mouth, therefore, encourage child to cut with fork, repeating cue.

3.96.3.2 Steady plate for child if he has difficulty with it slipping.

3.96.3.3 Reinforce child with praise for being such a "Big boy" or "Big girl" in using fork.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.97

PROFILE ITEM:

Buttons two medium sized buttons.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Button"

MEASUREMENT CRITERIA:

Child will button two buttons upon request.

MATERIALS NEEDED:

Sample buttons and material.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.97.1 Child attends to adult demonstration.

3.97.1.1 Position yourself behind child reaching over his shoulders.

3.97.1.2 Grasp button with thumb and forefinger of left hand if buttoning girls shirt. Use thumb and forefinger of right hand if buttoning boys' shirt. Take other hand with thumb and forefinger separating button hold. Cueing with "Button", push button through hole with thumb, using forefinger to smooth material around button.

3.97.1.3 Repeat the above sequence taking child's left hand and positioning thumb and forefinger on button and putting child's right thumb and forefinger on button hole. Cueing with, "Button" separate button hold and push button through.

3.97.1.4 Let child practice with a button sewn on a piece of material and a piece of material with a slit in it Assist child repeating cue.

3.97.2 Child buttons two medium sized buttons with assistance and verbal cue.

3.97.2.1 Position youself behind child reaching over his shoulders. Button his shirt leaving two buttons undone.

3.97.2.2 Take his thumb and forefinger of one hand and place on button. Take his thumb and forefinger of other hand and spread button hole apart. Let go of his hands cueing with, "Button."

3.97.2.3 If there is no response, guide child's hands through sequence repeating cue.

3.97.2.4 Repeat above steps with next button on shirt.

3.97.3 Child buttons two medium sized buttons upon request.

3.97.3.1 While assisting child in getting dressed, make a game of buttoning his shirt. Start out buttoning one button for child and then he buttons one. Repeat cue each time.

3.97.3.2 Make sure buttons are sewn on tight and that they are easily accessible to child.

3.97.3.3 Reinforce child with praise for completing this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.98

PROFILE ITEM:

Chooses menus.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Choose one" "That's one" "That's two", etc.

MEASUREMENT CRITERIA:

Child will be able to select a menu from the four basic food groups.

MATERIALS NEEDED:

Pictures of the four basic food groups.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.98.1 Child becomes acquainted with the four basic food groups.

3.98.1.1 While preparing a meal or while eating at the dinner table, explain to your child the different food items that you're eating and how they make you big and strong.

3.98.1.2 Sit down with your child and go through some old magazines cutting out different food items. Separate the different food items into four groups; breads and cereals, milk and milk products, vegetables and fruits, and meats. This time could be used as a good learning episode for child too, telling him meat comes from pigs, lambs, cattle, and fish. Milk comes from cows. Cereals, fruits and vegetables are grown in the ground or on trees.

3.98.1.3 Assist child in pasting the pictures on a large tagboard separating the four groups. Hang the tagboard in the kitchen. While eating, refer to the board and to what group each food item fits in.

3.98.1.4 Introduce child to a variety of foods at each meal. Serve these items with something child is already familiar with or likes best. After the meal is over, help child find a picture of the item and add to the bulletin board.

3.98.2 Child chooses menus with assistance and verbal cues.

3.98.2.1 Sit down with child with the four basic food groups in front of you. Point to the four groups selecting one item from each for the evening meal.

3.98.2.2 For one meal, point to the four different food groups cueing with, "Choose one." Write down each item child selects and prepare for the evening meal.

3.98.2.3 Make sure everyone comments to child how good and nutritious the meal is.

3.98.3 Child chooses menus.

3.98.3.1 Sit down with child and write down a variety of menus he selects for several meals. Point to each food group cueing with, "Choose one" so that child includes the four basic food items into every menu. Keep a running count of selections e.g., "Now you've chosen two", "Now three", etc., or "That's two", "That's three", etc..

3.98.3.2 Reinforce child with praise for being such a big helper.

3.98.3.3 For an extra treat, take child with you when you go out to dinner. Read the variety of items to eat and let him select what he likes best.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.99

PROFILE ITEM:

Remains at table throughout meal.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Sit."

MEASUREMENT CRITERIA:

Child remains at table for one meal during the day.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.99.1 Child attends to adult demonstration.

3.99.1.1 Often times mealtime can be a very hectic time in some homes. It's not uncommon for different members of the family to eat dinner at one time and some at another time and some while on the run.

3.99.1.2 If you want your child to remain at the table throughout the meal, it is important that you stress in your family that one meal will be spent together. Usually this is the nighttime meal. However, there are always unexpected emergencies.

3.99.1.3 Once you have decided upon a time when everyone can sit and eat a meal together, stick to it. Older brothers or sisters taking their plates into the living room to watch television do not set a good example for your child to remain at the table.

3.99.1.4 Make mealtime a pleasant time for your child by not eating in a hurry or displaying your angry emotions or scolding a child for a misdeed he had done during the day. Keep conversation light and pleasant. Attractive table decorations and a colofrul meal will add to mealtime enjoyment.

3.99.1.5 Excuse older children only when the meal is finished or when an appointment has to be met.

3.99.2 Child remains at table throughout meal.

3.99.2.1 A small child's appetite varies. If possible, arrange when the family can sit down together when child is ready to eat. A cracker or other snack item that won't ruin a child's appetite can be given to child if he must wait longer than usual to eat with the rest of the family. If the meal has to be delayed too long, feed child and have him join the rest of the family for dessert.

3.99.2.2 Provide child with comfortable seating arrangement at the table. If he sits too nigh, the distance from his plate to his mouth is too great and can cause a lot of messiness which will make the child frustrated. If the chair is too low, it will be hard for the child to handle his eating utensils. A special chair or a regular chair with added support can be used to make the seating comfortable for the child. Some families have special seating arrangements for each member of the family, this could give the child some pride that a certain place is his.

3.99.2.3 Emphasize good table manners, but don't over do it. Child may feel awkward sitting at the table if he is scolded for every little mess he makes.

3.99.2.4 If child gets up during mealtime, bring him back to the table cueing with, "Sit." If he does this too many times during the meal, check to see if there are no distractions or if the child has to go to the bathroom. Once you are confident that mealtime is free of a lot of distractions and the atmosphere is pleasant withhold dessert or other favorite food item. If child continues to get up and down during a meal be patient, he may be testing his limits.

3.99.2.5 Once he has remained at the table throughout a meal, reinforce child with praise and give him his favorite dessert.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.100

PROFILE ITEM:

Serves self.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Take one" "Serve self" "Shake"

MEASUREMENT CRITERIA:

Child will serve self upon request.

MATERIALS NEEDED:

Plastic serving dishes.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.100.1 Child attends to adult demonstration.

3.100.1.1 At meal time, have child watch as other members of the family use good table manners, such as waiting until serving dish is passed to them instead of grabbing.

3.100.1.2 Place an easy to handle food item in front of child such as a basket of dinner rolls or slices of bread. Cueing with, "Take one", put child's hand on roll and place it on his plate. Repeat with other simple items such as crackers, potatoe chips or cookies.

3.100.1.3 Food items that require a serving spoon or fork require special attention. Place serving dish in front of child. Place spoon or fork in child's hand. Guide child's hand into dish cueing with, "Serve self." Place small amount on child's dish. Repeat with other food items requiring a serving utensil.

3.100.1.4 If food requires seasoning, place salt or pepper shaker in child's hand cueing with, "Shake." Guide his hand in shaking out a small amount.

3.100.1.5 Child can practice serving through his play, such as in the bathtub, sand box, or while playing house with play dishes. Role play with him when doing these activities.

3.100.2 Child serves self with assistance and verbal cues.

3.100.2.1 At lunch time place bread, peanut butter, milk, and other simple items on table.

3.100.2.2 Position child at table and assist him while he prepares his own sandwich and pours his own milk.

3.100.2.3 At dinner time, place easily handled item in front of child cueing with, "Take one." If he makes no response, take his hand and place on roll or slice of bread and place on his plate.

3.100.2.4 Place serving dish in front of child and place serving utensil in his hand cueing with, "Serve self." If there is no response, take his hand and dip into food and place on plate.

3.100.2.5 Repeat the above sequence using the different seasonings and cueing with "Shake."

3.100.3 Child serves self upon verbal request.

3.100 3.1 During meal time hand child simple item cueing with, "Take one."

3.100.3.2 Place serving dish in front of child cueing with, "Serve self." Make sure food item is not too hot to burn child. Steady dish for child so he can serve himself easier. Place some items in plastic dishes so he can handle them better. Hand child salt and papper cueing with, "Shake."

3.100.3.3 Allow for spills by using a plastic tablecloth and not putting up a fuss.

3.100.3.4 Reinforce child for being such a "Big girl" or "Big boy" for serving himself.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.101

PROFILE ITEM:

Relates dreams.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"What did you dream?" "Tell me your dream."

MEASUREMENT CRITERIA:

Child will relate a dream he had upon request.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.101.1 Adult relates dreams to child.

3.101.1.1 In the morning take the opportunity to tell child a dream you have had. Explain to child that you dream while you sleep. Even though the story or events seem real, they are in your mind only. Relate to child some funny things that have happened while you dream.

3.101.1.2 If child should awaken from what seems to be a bad dream, explain to child that he has been dreaming and it's all over. Reassure child that dream will not come true and that he is safe.

3.101.1.3 Remind child before he goes to bed in the evening to have sweet dreams and that you want him to share his dreams with you in the morning.

3.101.2 Child relates dreams.

3.101.2.1 Take time in the morning when child gets up to ask him, "What did you dream?" Tell child what yo dreamed.

3.101.2.2 Sometimes it's hard for child to remember a dream, but when child does remember part of his dream seen very interested and pleased that he shared his dream with you.

3.101.2.3 Help child draw or paint a picture of his dream.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.102

PROFILE ITEM:

Carries on long involved conversations.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"What happened?" and other questions concerning the conversation.

MEASUREMENT CRITERIA:

Child will talk with you upon request.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.102.1 Child carries on long conversation with assistance and verbal cue.

3.102.1.1 Set up situations for child to talk about. After watching a television program, ask your child, "What happened?" It is important that you keep feeding questions to child to keep conversation going.

3.102.1.2 Take time out of each day to talk with your child. The weekend trip you took, a movie the child saw or an afternoon of fun at the neighbors can be good subjects to talk about with your child.

3.102.1.3 Try to stay away from questions involving only a yes or no answer from the child. Try and bring him out into the conversation.

3.102.2 Child carries on long involved conversation.

3.102.2.1 At mealtime or when friends and relatives are visiting don't exclude your child from the conversation. Encourage him to tell everyone what he has done during the day.

3.102.2.2 Reinforce child while he speaks by giving him your attention and being very interested.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.103

PROFILE ITEM:

Tendency toward self-praise. Speaks positively of self.

BEHAVIORAL DEFINITION:

Child will develop positive concept.

CUE/S:

Appropriate questions.

MEASUREMENT CRITERIA:

Child makes positive comments about himself.

MATERIALS NEEDED:

Optional.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.103.1 Child speaks positively of self.

3.103.1.1 Guide child in activities and reinforce himfor partial successes.

3.103.1.2 Ask child simple questions such as "Who's Mommy's biggest helper?" or, "Who built the tallest tower of blocks?" If the child makes no response, tell him he is the biggest helper.

3.103.1.3 Speak positively of child in the presence of others.

3.103.1.4 Display items that he has built or drawn.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.104

PROFILE ITEM:

Puts on socks.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Socks on", "Stretch", "Gather", "Pull," "Toes in."

MEASUREMENT CRITERIA:

Child will be able to put on socks upon verbal request.

MATERIALS NEEDED:

Pair of socks.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.104.1 Child attends to adult demonstration.

3.104.1.1 Position yourself next to child on floor. Go through the following steps first putting sock on child by yourself then holding child's hand on socks.

1. Cueing with, "Socks on", grasp sock with both hands with thumbs on inside and other four fingers on outside.
2. Cueing with "Gather", gather sock up to heel.
3. Stretch sock at this point, cueing with, "Stretch."
4. Put toes into sock cueing with," Toes in."
5. Cueing with, "Pull" pull sock over foot.
6. Stretch at bottom and pull up over heel cueing with, "Stretch."
7. Extend foot and leg pulling up over ankle repeating cue, "Pull."

3.104.1.2 Let child examine sock, explaining that the heel must be on the bottom before a sock can be put on correctly.

3.104.2 Child puts on socks with heel in.

3.104.2.1 Go through the above sequence giving guidance and verbal cues until heel is over foot. Reach over child's shoulders when doing this if this is a comfortable position.

3.104.2.2 Stop at this point and cue with, "Pull."

3.104.2.3 If there is no response, take his hands and guide child's sock over ankle repeating cue, "Pull."

3.104.2.4 Repeat sequence until child does this step on verbal request only.

3.104.3 Child puts on socks with foot in and heel out.

3.104.3.1 Go through the above sequence giving guidance and verbal cues until foot is covered and heel is out.

3.104.3.2 Stop at this point and let go of child's hand cueing with, "Stretch."

3.104.3.3 If there is no response, take child's hand repeating cue, "Stretch", stretching sock down and over heel. Let him pull sock over ankle.

3.104.3.4 Repeat sequence until child can stretch sock over his heel on verbal request only.

3.104.4 Child puts on socks with toes in and foot and heel out.

3.104.4.1 Go through the steps of putting socks on up until toes are in. Give assistance and verbal cues.

3.104.4.2 Stop once toes are in and cue with, "Pull."

3.104.4.3 If there is no response, take child's hand repeating cue, "Pull", pulling sock over foot. Let child finish stretching sock over heel and pulling over ankle.

3.104.4.4 Repeat sequence until child can pull sock over his foot on verbal request only.

3.104.5 Child puts on socks with sock gathered.

3.104.5.1 Repeating cue, "Gather", assist child in gathering sock.

3.104.5.2 Let go of sock and cue with, "Stretch."

3.104.5.3 If there is no response take child's hand repeating cue, "Stretch", stretching sock and positioning on toes. Let child finish the sequence.

3.104.5.4 Repeat sequence until child can position gathered sock on his toes.

3.104.6 Child gathers sock and puts on foot upon verbal request.

3.104.6.1 Position child's hand in socks cueing with, "Gather."

3.104.6.2 If there is no response guide his hands in gathering socks to heel. Let child finish putting sock on.

3.104.6.3 Repeat sequence until child can gather sock on his own.

3.104.7 Child puts socks on upon verbal request.

3.104.7.1 While dressing child, hand him pair of socks cueing with, "Socks on."

3.104.7.2 Assist child only if necessary.

3.104.7.3 Socks are difficult to put on if feet are damp. Apply talcum powder if necessary.

3.104.7.4 Reinforce child with praise for doing each step and completing this task

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.105

PROFILE ITEM:

Dresses and undresses, with no assistance.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Dress" "Get dressed" "Undress"

MEASUREMENT CRITERIA:

Child will dress and undress upon verbal request.

MATERIALS NEEDED:

Loose-fitting clothing.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.105.1 Child dresses and undresses self with assistance and verbal cues.

3.105.1.1 Lay clothes out in sequence you want your child to wear or something he has selected. Start with underwear, then pants, shirt, socks and shoes.

3.105.1.2 Start out with pants with elastic bands, slip-on shirts and dresses that are loose fitting enough to easily get in and out of. If possible, slip on shoes could be used.

3.105.1.3 Assist child if necessary in getting these simpler dress items on and off. Repeat verbal cues.

3.105.1.4 Repeat sequence until child knows underwear goes on first, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.106

PROFILE ITEM:

Sets table.

BEHAVIORAL DEFINITION:

Child will be able to take plates, cups, silverware and glasses and place them in their respective places.

CUE/S:

"Plate here" "Glass here" etc..

MEASUREMENT CRITERIA:

Child will set table with verbal assistance.

MATERIALS NEEDED:

Plates, cups, glasses, silverware, etc..

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.106.1 Child sets table with assistance and verbal cues.

3.106.1.1 Place eating utensils on table.

3.106.1.2 Cue the child with "Plate here", pointing to the spot for the plate. Continue giving a verbal cue for each dish used. Also give verbal cues for salt and pepper, sugar, and articles from the refrigerator. Have child place napkins on table.

3.106.1.3 Assist child if necessary.

3.106.2 Child sets table.

3.106.2.1 Give child the responsibility of setting the table at dinner or lunchtime.

3.106.2.2 Set out the number of dishes to be used and point out where each dish goes.

3.106.2.3 Reinforce child with praise for being such a big helper. Tokens or stars could also be given, if the task is a part of the child's daily chores.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.107

PROFILE ITEM:

Laces shoes

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Pull" "Pull lace" "Lace"

MEASUREMENT CRITERIA:

Child will lace shoes upon verbal request.

MATERIALS NEEDED:

Laces.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.107.1 Child attends to adult demonstration.

3.107.1.1 Place yourself beside child.

3.107.1.2 Take a shoe and starting with the two eyelets nearest the toe, put one end of the lace in one eyelet and other end in other eyelet. Cue with "Pull". Pull each end up, until they meet and cross them. Continue putting laces into the next set of eyelets until you have completed.

3.107.1.3 Repeat taking child's hand through the lacing sequence, repeating cue.

3.107.1.4 Repeat sequence above with cue, "Pull lace". Reinforce with praise.

3.107.1.5 Repeat sequence above with cue, "Lace". Reinforce.

3.107.2 Child laces shoes with assistance and verbal cues.

3.107.2.1 Place youreelf behind child and reach over his shoulders.

3.107.2.2 Put lace through first hole and hand to child, cuing with "Pull". Assist child through the lacing sequence repeating cue.

3.107.2.3 If child seems to have a lot of difficulty in lacing shoe, cut a large hole in a piece of paper, and have child practice putting the lace through the hole. Decrease the size of the hole until it is eyelet size.

3.107.2.4 Once child has mastered this skill, draw a large size shoe on a piece of cardboard. Punch out places for eyelets. Give child lace and assist him pulling the lace through the holes. Repeat cue.

3.107.2.5 Reinforce child with praise for performing this task.

3.107.3 Child laces shoes.

3.107.3.1 Assist child in lacing his shoes, repeating cue. Repeat sequence until child can do this task by himself.

3.107.3.2 It might help to circle the eyelets with magic markers so they are readily seen by the child.

3.107.3.3 Reinforce child with praise for performing this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.108

PROFILE ITEM:

Goes about neighborhood, unattended.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Stop" "Look" "Listen"

MEASUREMENT CRITERIA:

Child will be able to visit neighbors with no supervision.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.108.1 Child accompanies adult around neighborhood.

3.108.1.1 During a walk about the neighborhood, with your child, talk about who lives where and the best possible way to reach a certain destination.

3.108.1.2 If you are allowing your child to cross the street, encourage him to cross only at corners, where cars can see children better. Cue with "Stop" - "Look" - and "Listen". Go through the movements before crossing the street.

3.108.1.3 Point out other areas around the neighborhood you want your child to stay away from - such as posted signs saying to "Keep off the grass" - "Beware of dog" - or abandoned homes.

3.108.2 Child goes alone about neighborhood.

3.108.2.1 Before sending child out alone, make sure he knows his full name.

3.108.2.2 Set restrictions on your child as to where he can and cannot go. If a child is going to a friend's - phone ahead and have neighboring mother send your child home at a certain time.

3.108.2.3 Point out to your child not to speak or accept anything from strangers.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.109

PROFILE ITEM:

Tells home address.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"What is your address?" "Where do you live?"

MEASUREMENT CRITERIA:

Child will be able to tell home address upon request.

MATERIALS NEEDED:

Crayons, paper.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.109.1 Child associates a name and numbers as his home address.

3.109.1.1 Take child for walk or drive in car. Bring to his attention the street signs and numbers on houses. Stress the importance that one must know his street and house number to give to someone else.

3.109.1.2 Show child in telephone book that addresses are listed after people's name so anyone knows where they live. Also note that mail coming to the house has an address on it otherwise no mail would be delivered.

3.109.1.3 Write in large letters and numbers on a piece of paper the child's address. Point to each number saying number. Have child repeat after you. Say street and have child repeat after you.

3.109.2 Child tells home address with assistance and verbal cue.

3.109.2.1 Position child next to you with address on a piece of paper.

3.109.2.2 If child cannot read, have him repeat name and numbers after you.

3.109.2.3 Use this time as a form of play. Take another piece of paper and cover the last name or number in the address. Cueing with "What is your address", point to the remaining address uncovered. If child stops at covered portion give him a hint. Otherwise go back and have him repeat each name and number after you.

3.109.2.4 Repeat the above step covering more of the address. Repeat cue and point to the remaining address uncovered. Repeat until all of the address is covered.

3.109.2.5 Reinforce child with praise or treat for telling portion of address.

3.109.3 Child tells home address.

3.109.3.1 With address completely covered, cue with, "What is your address?" You may have to start him out.

3.109.3.2 Uncover each letter and name as he says them.

3.109.3.3 Reinforce child with hugs and praise for telling you address on request.

3.109.3.4 If possible, have child visit with local policeman. Have policeman cue with, "What is your address?" Both adults praise child for his "Good memory" and knowing where he lives.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.110

PROFILE ITEM:

Knows own phone number.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"What's your phone number?"

MEASUREMENT CRITERIA:

Child will tell own phone number upon request.

MATERIALS NEEDED:

Play telephone, construction paper.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.110.1 Child associates a set of numbers as his telephone number.

3.110.1.1 Hand child telephone book and show him the different names and numbers. Show him where the family name is, and the number. Tell him people use the number to call his home.

3.110.1.2 Write child's phone number in large numbers. Drill child by saying the first number and having him repeat it.

3.110.1.3 Cut out large numbers representing phone number. Cue with the first number of telephone number, and have child select the number. Once all numbers have been selected, scramble them and cue with "What's your phone number?". If there is little, or no, response, point to or say the first number.

3.110.1.4 Continue drilling child until he becomes familiar with his own phone number.

3.110.2 Child associates own phone number on telephone dial.

3.110.2.1 Using a play telephone, point out to child the different numbers on the dial.

3.110.2.2 Cue child to repeat his phone number and point his finger to the numbers as he says them. Demonstrate, then guide child in task, if necessary.

3.110.2.3 Substitute real phone for toy and repeat sequence.

3.110.3 Child knows own phone number.

3.110.3.1 Stress the importance of child remembering phone number, in case he is lost or at a friend's house and wants to call home.

3.110.3.2 Continue drilling with cards and play telephone, until child tells own phone number, upon request.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.111

PROFILE ITEM:

Knows birth, month and day.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"When is your birthday?"

MEASUREMENT CRITERIA:

Child will be able to tell what month and what day he was born upon request.

MATERIALS NEEDED:

Calendar, child's birth certificate and baby pictures.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.111.1 Child associates a month and day as his birthday.

3.111.1.1 Position yourself next to child with calendar. Take magic marker and circle the month and day child was born. Explain to child that the day was a very important day to you. Talk about what season it is and if it is near any holiday.

3.111.1.2 Show child his birth certificate bringing his attention to the date marked on the certificate. Also show child baby pictures from birth until now. If any are available, pay particular attention to birthday pictures when he was one, two, etc..

3.111.1.3 If child's birthday is close, talk about it and make plans for a get together with the family or friends.

3.111.2 Child tells birthdate with assistance and verbal cue.

3.111.2.1 Write child's birthdate on a piece of paper. Say month and have child repeat after you. Say day having child repeat day.

3.111.2.2 Repeat drill as often as necessary. Cueing with, "When is your birthday?" Show child circled month and day on calendar.

3.111.2.3 If he makes no response, give him the month and see if he can remember the day.

3.111.3 Child knows own birthdate.

3.111.3.1 Ask child, "When is your birthday?" If he responds incorrectly or not at all repeat previous sequences.

3.111.3.2 If he does give a correct response, reinforce child with praise.

3.111.3.3 When his birthday does arrive, make it a special occasion for him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.112

PROFILE ITEM:

Tells long story accurately.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Then what happened?"

MEASUREMENT CRITERIA:

Short story with colorful action pictures.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.112.1 Child attends to adult demonstration.

3.112.1.1 Place child next to you or on your lap.

3.112.1.2 Read a short story to child with few words and a lot of colorful pictures. Point to the pictures as you read.

3.112.1.3 There are many books available that make use of tactile stimulation. Pictures that are furry or made of felt can be very interesting for children.

3.112.2 Child tells story with assistance and verbal cue.

3.112.2.1 Once you have read and reread a short picture story to child, let child tell it to you.

3.112.2.2 Read the story, pointing to appropriate pictures. Point to next action picture asking child, "Then what happened?" If child makes no response tell child what comes next.

3.112.2.3 Continue pointing to the different pictures until you are through with the story. It is not necessary that the child read the book word for word, but tell the different events in sequence.

3.112.2.4 Assist child in role playing the story. Let him decide who plays what character.

3.112.3 Child tells long story.

3.112.3.1 Hand child familiar book and have child tell story to another member of the family. Give assistance if necessary if child forgets what happend next.

3.112.3.2 Take child on walk, to the zoo, or on a picnic. Once at home, start telling story to other family member. Ask child to tell what happened next. Let child finish story. If he pauses cue with, "Then what happened?"

3.112.3.3 Reinforce child with praise for telling story so "Good."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.113

PROFILE ITEM:

Cuts and pastes.

BEHAVIORAL DEFINITION:

Child's cutting ability is more refined.

CUE/S:

"Open" "Close" "Cut" "Paste" "Press"

MEASUREMENT CRITERIA:

Child cuts and pastes upon request.

MATERIALS NEEDED:

Blunt end scissors, construction paper, paste.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.113.1 Child masters the art of manipulating scissors.

3.113.1.1 Positon yourself beside child with a pair of blunt scissors.

3.113.1.2 Place child's fingers into the scissors finger grips. Practice opening and closing scissors cueing with, "Open", "Close." If scissors are too tight for child, loosen center screw in scissors.

3.113.1.3 Hold a piece of paper for child. Position the scissors opened on paper, cue with, "Cut." If there is no response, guide his hand in opening and closing the scissors.

3.113.1.4 Repeat sequence until child uses scissors independently.

3.113.1.5 Give child paper and scissors and let him cut and snip at random.

3.113.2 Child pastes with assistance and verbal cues.

3.113.2.1 Use paper colored on one side only. Have child snip off a few strips.

3.113.2.2 Place paste brush into child's hand and dip into a smooth, wet, slightly fluid paste cueing with, "Paste." Apply a small amount of paste to the uncolored side of paper and put on another piece of paper cueing with, "Press."

3.113.2.3 Assist child in pasting other shapes that you have cut out or to paper or make into chains to be used as jewelery or decorations.

3.113.2.4 If in the autumn of the year, take child outside to see and touch the different colored leaves. If this is not possible, talk about the season and show pictures of the different colored leaves.

3.113.2.5 Give child several pieces of different colored construction paper and let him snip off small pieces representing fall leaves.

3.113.2.6 Place paste brush into child's hand and dip into paste cueing with, "Paste." Dab a small amount in different places on a piece of construction paper.

3.113.2.7 Take the different pieces of colored construction paper and drop on paper. Takes child hand cueing with, "Press" and press leaves down on paper. A real twig can be put on paper with tape to represent tree.

3.113.3 Child cuts shapes with assistance and verbal cues.

3.113.3.1 Position yourself beside child with paper, pencils, and scissors. Draw a circle for child.

3.113.3.2 Position child's fingers into scissor grips. Place scissors at bottom of paper, cueing with, "Cut." Guide child's hand in cutting out circle. Depending on what hand is used, go clockwise for left handed cutters and counter clockwise for right hand.

3.113.3.3 Repeat above sequence several times. Assist child part way and let go or cut circle half way out and let him finish it.

3.113.3.4 Repeat assistance and verbal cues using other simple shapes such as squares, rectangles, or triangles. Depending on the time of year, have child cut out snowflakes, pumpkins, or valentines.

3.113.3.5 Reinforce child with praise for cutting out such creative shapes. Have him paste the better ones in a scrapbook or on a greeting card that he has made for someone special. Write something inside for him that he wants to say.

3.113.4 Child cuts and pastes.

3.113.4.1 Get out all materials needed for child, or have them all in one box so child can easily get to them.

3.113.4.2 Set aside an afternoon just for cutting and pasting.

3.113.4.3 Depending on the season of the year, encourage child to cut out different designs that you have drawn. Trace pennies, nickles, and other coins on brown and gray construction paper. Have child cut these out to use as play money. Old magazines can be used by child to cut out different things.

3.113.4.4 Let child also draw designs of his own interest to cut out.

3.113.4.5 Paste the best cut outs in a scrapbook to show other family members and friends. Give child a lot of encouragement and praise for his efforts.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.114

PROFILE ITEM:

Paints pictures - recognizable with a few details.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Paint."

MEASUREMENT CRITERIA:

Child will paint pictures upon request.

MATERIALS NEEDED:

Tempera paint, smock, long handled brushes, clean up articles, small containers for paint, newsprint or wrapping paper.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.114.1 Child attends to adult demonstration.

3.114.1.1 Position yourself beside child with a large piece of newsprint on table or easel.

3.114.1.2 Tell child you are going to draw a picture of the house. Dip brush into paint (tempera paint is good to use), place brush on paper cueing with, "Paint." Continue painting a picture of the house.

3.114.2 Child paints with assistance and verbal cues.

3.114.2.1 Position child in front of easel with an old shirt or smock on. Stand behind child.

3.114.2.2 Using just plain water at first, reach over child's shoulders, place brush in child's hand and hold. Dip into water and put on dark wrapping paper or construction paper cueing with, "Paint." Write the child's name, a smiley face and other simple items.

3.114.2.3 Again place brush in child's hand, dip into water, cueing with, "Paint." If there is no response assist child in getting paint brush to paper.

3.114.2.4 Repeat sequence as often as necessary until child places brush on paper by himself. Let him paint at random.

3.114.2.5 Mix one color of paint for child. Make sure it is a rich color and not too runny. Put it into a small can or small empty milk carton. The depth of the paint should not be more than half the length of the brush bristles so that the brush won't become overly saturated with paint. Place brush in child's hand. Let him dip it into paint and assist him in dabbing his brush at the side of the paint container to prevent a lot of dripping. Cueing with, "Paint", let child paint at random before offering any suggestions.

3.114.3 Child paints pictures - recognizable with a few details.

3.114.3.1 Set out all materials that child will need, smock, long handled brushes, all ready mixed paints in their containers and paper.

3.114.3.2 Let child select a color he would like to use first. Place in front of him cueing with, "Paint."

3.114.3.3 Ask child to draw his favorite animal or person.

3.114.3.4 Stimulate child by taking him for a walk, to the zoo, or to a farm. When you return ask child to paint what he saw. Keep in mind the season of the year and encourage child to draw spring flowers or a Christmas setting. Have child paint a place mat to be used at dinner time. You and your child can also work on a mural together that can be placed on one wall of the child's playroom or bedroom.

3.114.3.5 Let child use only one color at first. If you feel he is ready to use more than one color, make sure you have a brush for each color or a container with water wo wash brush out between colors.

3.114.3.6 When child is through painting, don't ask him, "What is that?", but encourage child to tell you about his picture.

3.114.3.7 Reinforce child with praise for doing such a good job. Hang his pictures up so everyone can see.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.115

PROFILE ITEM:

Takes care of clothing.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Hang up" "Dirty clothes here"

MEASUREMENT CRITERIA:

Child will be able to hang up clothes and put soiled clothes in laundry basket upon verbal request.

MATERIALS NEEDED:

Laundry basket or box, eye level hooks, or bars to hang up clothing.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.115.1 Child attends to adult demonstration.

3.115.1.1 While assisting child to get dressed, or undressed, stress the importance of keeping clothes in good shape. Clothes are expected to get dirty, but remind child to bring to your attention any tears, hard-to-manage zippers, or missing buttons. Show the child which are play-clothes and which are dress-up clothes.

3.115.1.2 Once child has removed his clothes, cue with "hang up"; handing child a hanger or directing child to eye-level hooks.

3.115.1.3 Arrange child's drawers so that he can easily put items in one drawer or another. Let him decide where he wants to put his underwear and play clothes.

3.115.1.4 Direct child to box or basket that you wish him to put his soiled laundry in. Cue with "Dirty clothes here". A box can be placed in a child's closet. Underwear should be changed daily so child will know that these items can be placed in dirty laundry. Child may need some assistance in deciding if outer clothing is ready for laundering.

3.115.2 Child takes care of clothing.

3.115.2.1 At night, check to see if child has hung up his clothing and put soiled clothes in laundry basket.

3.115.2.2 If he has not, bring to child's attention, repeating cues.

3.115.2.3 Let child assist you while you launder clothing, such as putting the whites in one pile, the towels in another or what ever method you use. He can also pour the soap into the machine and help you fold the clean items.

3.115.2.4 If the child is solely responsible for hanging up his clothes and putting soiled laundry in basket, set up a chart where he would get a mark or star each day for completing this task. If he does this task every day for a week, child can be given a special treat. Verbal reinforcement, however, should be given at all times to child for completing this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.116

PROFILE ITEM:

Cuts with knife.

BEHAVIORAL DEFINITION:

Child will be able to hold knife and use fork to cut soft foods.

CUE/S:

"Cut."

MEASUREMENT CRITERIA:

Child will cut with knife upon request.

MATERIALS NEEDED:

Serrated knife.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.116.1 Child attends to adult demonstration.

3.116.1.1 Position yourself beside child.

3.116.1.2 Grasp handle of knife with forefinger extended on top of the knife. Steady a piece of bread or toast and place knife on top cueing with, "Cut", sawing back and forth.

3.116.1.3 Place knife in child's hand positioning fingers and hold in place. Steady a piece of bread with your other hand. Place the knife on bread, pressing down firmly, cue with, "Cut." Saw back and forth until bread is cut through.

3.116.1.4 If using fork, take fork in one hand and stick into pancake. Take knife in dominant hand, cueing with "Cut," saw back and forth in front of fork leaving desired amount. Put knife down and transfer fork to dominant hand to pick up piece of food.

3.116.1.5 Repeat the above steps holding fork in child's hand and knife in other repeating cue. Let child feed himself.

(Optional) Use of playdough, or clay, may be utilized in game approach, prior to table practice.

3.116.2 Child cuts with knife with assistance and verbal cue.

3.116.2.1 Position yourself behind child. Reach over his shoulders and place knife in child's hand positioning fingers. Steady a piece of bread with child's other hand. Cue with, "Cut."

3.116.2.2 If there is no response, take his hand and cut through bread repeating cue.

3.116.2.3 If using fork, place fork in child's hand and knife in dominant hand positioning fingers. Place fork in pancake and position knife in front of fork cueing with, "Cut."

3.116.2.4 If there is no response, take child's hand and saw back and forth until desired piece is separated. Put knife down and transfer fork to child's dominant hand and have him feed himself.

3.116.3 Child cuts with knife with verbal cues.

3.116.3.1 Practice having child steady bread by himself and you assist in cutting bread with knife. Reverse the order with you helping child steady bread and he cutting with knife by himself.

3.116.3.2 Also practice having child hold fork on his own and you help him cut. Reverse this order with you assisting child in holding his fork and child cutting on his own.

3.116.3.3 Repeat sequence until child becomes used to using these two utensils together.

3.116.3.4 Steady plate for child if it seems to slip. Help child cut more difficult items.

3.116.3.5 Reinforce child with praise for being such a "Big boy" or "Big girl" for completing this task.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 3.117

PROFILE ITEM:

Demonstrates dialing of own phone number.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

Repeating the different number to child, "Dial 7", etc..

MEASUREMENT CRITERIA:

Will dial own phone number on request.

MATERIALS NEEDED:

Play telephone.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

3.117.1 Child attends to adult demonstration.

3.117.1.1 Position yourself beside child with a play telephone. If one is not available cut a large circle out of tagboard and make the face just like a real telephone. Take a second piece of cardboard and cut a circle out and make small circles for the different numbers. Tack this on the numbered circle with a fastener so that it can move.

3.117.1.2 Draw child's attention to play phone or home-made one and write your phone number down so it can be easily seen by child. Tell your child this is his phone number and when dialed correctly away from home he can reach home. Have child repeat phone number after you, repeating one number at a time if necessary.

3.117.1.3 Draw child's attention to the numbers on the telephone dial. Have child call out the first number of the telephone number. Take his hand and extend his forefinger placing it in the hole. Cueing with, "Dial 7", move his finger around dial to the stop and let go. Note to child that dial must stop before going on to next number.

3.117.1.4 Repeat the above sequence going through the rest of the telephone number, repeating cue, "Dial 7__."

3.117.1.5 Practice using play telephones at first and then repeat the above sequence using a real telephone. Bring to child's attention that the receiver must be off the hook if you want to reach someone at the other end of the line. Have child pick up receiver and listen for dial tone then begin dialing number.

3.117.2 Child dials own phone number with assistance and verbal cues.

3.117.2.1 Position yourself beside child with play telephone.

3.117.2.2 Write child's own phone number so he can see it. Point to the first number and have child call out number. If it is a 7, take child's hand and position his forefinger on the 7, cueing with, "Dial 7."

3.117.2.3 If child makes no movement, take his finger and move it to the stop and let go. Let dial stop before having child call out next number.

3.117.2.4 Repeat cues and guidance until all the numbers have been called out.

3.117.2.5 Repeat the sequence on a real telephone. Have child listen for dial tone and assist him as he calls out the numbers.

3.117.3 Child demonstrates dialing of own phone number.

3.117.3.1 Make a game out of dialing phone number on play telephone. Have child call out first number and you dial it and you call out second number and have child dial it. If two play phones are available, have child dial your number and you pick up your phone and carry on a conversation.

3.117.3.2 Take child to the neighbors and have him dial own phone number. If he's still unsure of the number, write it down for him and call out each number. Make him listen for dial tone and make sure he doesn't dial next number until dial has stopped. Have someone at home to answer when he calls. If child goes to the neighbors alone, have him call you when he gets there.

3.117.3.3 Allowances will have to be made if telephone has buttons instead of a dial. Adjust the steps so child takes his forefinger and presses on button. A cardboard with the buttons drawn on can be used for practice.

3.117.3.4 Reinforce child with praise everytime he completes this task.

Form VIII

PRESCRIPTION REFINEMENT FORM

THE MARSHALLTOWN PROJECT

PROFILE NUMBER_____

PROFILE ITEM:

BEHAVIORAL DEFINITION:

CUE/S:

MEASUREMENT CRITERIA:

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

FORM NO. VI

THE MARSHALLTOWN PROJECT

BEHAVIORAL PRESCRIPTION

CHILD _____ HOME SPECIALIST _____

DATE _____ TO _____ B.O. _____ B.S. _____

BEHAVIORAL OBJECTIVE: _____

_____

BEHAVIORAL STRATEGIES: _____

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